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THE AMERICAN

School Board Journal

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November 1934

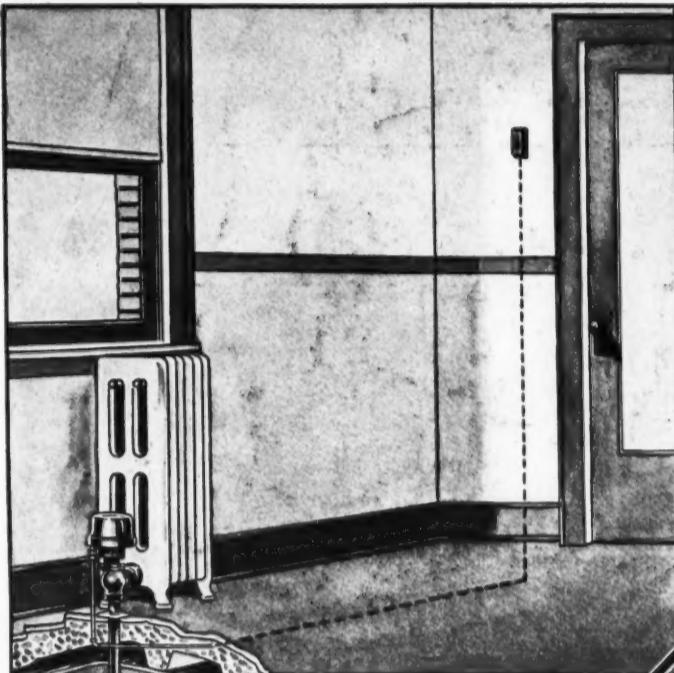
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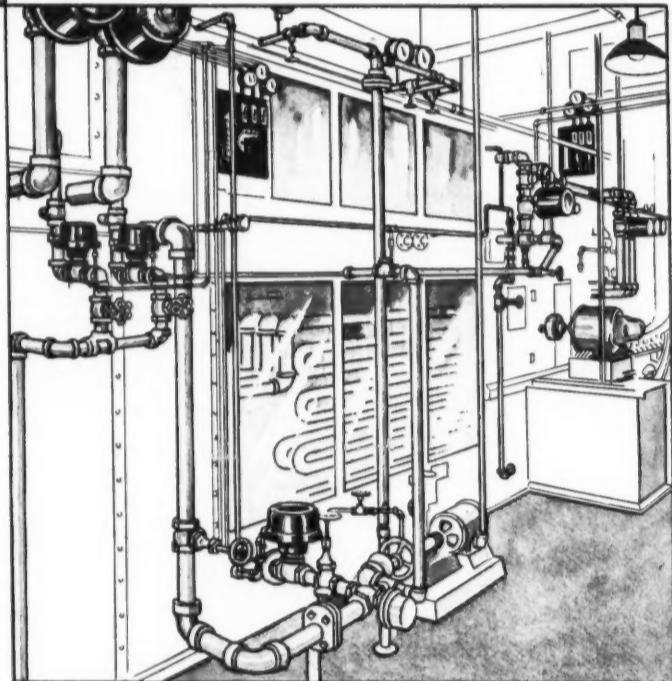
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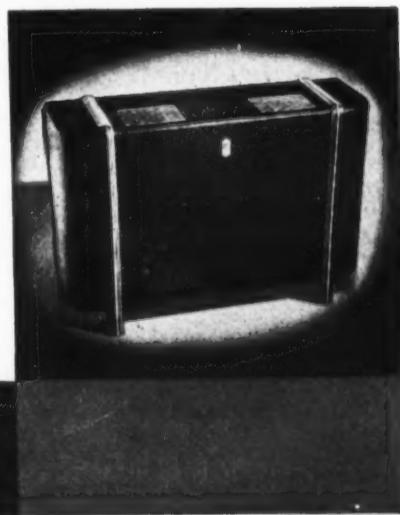


THE TEACHER THOUGHT SHE WAS LAZY -
But it wasn't that at all.

IT IS not a matter to be taken lightly—the confining of children in the schoolroom during the most active times of their lives. This means that instead of allowing children free and natural expressions, their mental, physical and social activities are controlled under artificial conditions. Many of the heartaches of children and parents come when these conditions are not conducive to the best work.... Children subjected to low temperatures become uncomfortable, restless and ill at ease. When rooms are overheated, children become dull, inattentive, and fatigued. And such conditions, if they occur frequently, are certain to reflect themselves in the report cards at the end of the month. The problem of maintaining air conditions which tend to keep children quiet and mentally alert, is a difficult one; but, happily, it has been solved by the unit system of ventilation introduced by The Herman Nelson Corporation. Today this method is best applied with the Univent and Her-Nel-Co Air-Conditioner.

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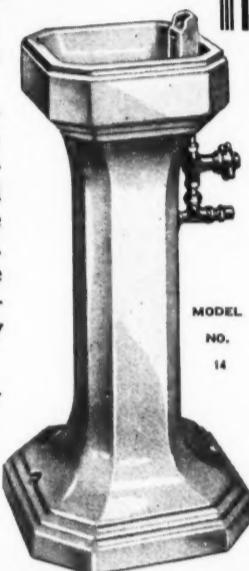
Leading the array of new Rundle-Spence drinking fountains are Models No. 14 and No. 122. The modernistic octagon design of these fountains has been patented to prevent imitation of its beautiful symmetry. Either model is obtainable in six attractive colors one of which will harmonize with any interior. And all exposed metal parts are chromium plated.

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Security Against Fire Hazard Attained at Moderate Cost Through Steel Joist Floor Construction.

STATISTICS show that in this country five fires occur in schools every day.

But even without this startling fact, no one would question the supreme importance of fire-safety in schools. Yet large numbers of schools built within recent years are of inflammable construction.

Why?

The answer, no doubt, lies in the fact that methods of fireproofing in general use when those buildings were put up were very expensive.

But new methods have been developed, with the result that today any school, from two-room grade to large consolidation, can be made fire-safe at very moderate cost.

Obviously, every fire is a slight fire at the start; and if it can be confined to a small area it will remain slight, and burn itself out. That explains why the key element in fireproofing is the floors. With fire-resistant floors, fire encounters an impassable barrier to its tendency to spread and is practically certain to be localized.

The importance of fireproof floor construction is especially marked in the case of the first floor, because more than 70 per cent of all fires originate in the basement. A fireproof structure for the first floor keeps the rest of the building securely separated from the part where most fires get their start.

A fireproof floor structure can be built economically with Kalman Steel Joists. These joists, incidentally, are of the open-web type, and reach the building site in the exact lengths



Kalman Steel Joists with bridging, ready for application of metal lath, to be followed by pouring of concrete floor slab.

required, so that the builder has no cutting or fitting to do. After the joists are in position metal lath is laid across the tops of the joists and securely fastened, and the concrete floor slab poured to a depth of 2 inches. Metal lath is also attached to the bottoms of the joists, and the plaster ceiling applied.

Tests have demonstrated that a floor structure built in this way will resist fire for a continuous period of two hours.

Kalman Floor Construction not only provides security against fire but has other features that greatly improve a school building. Kalman Joists never shrink to cause ugly cracks where the walls and floor meet, letting in cold air and insects. Furthermore, a floor structure built in this way transmits very

little sound; noises overhead do not disturb the classrooms below.

Kalman Floor Construction is not new or untried. It has been used in many buildings, of all types—not only in schools but apartment houses, hotels, office buildings and residences.

In many communities today over-crowded schools are leading boards of education to consider additional facilities. Because they make it possible to provide security against fire at very moderate cost, Kalman Steel Joists are worth considering for any school building now being planned, regardless of how large or how small it may be, or the budget limitations.



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Representative schools in which Kalman Steel Joists were used. *Left:* Lindenhurst High School, Lindenhurst, Long Island, N. Y. Louis Inglee, Architect; Zerbe Construction Co., Contractor. *Right:* San Fernando School, San Antonio, Texas. Leo M. J. Dielmann, Architect; Dielmann Construction Co., Contractor.





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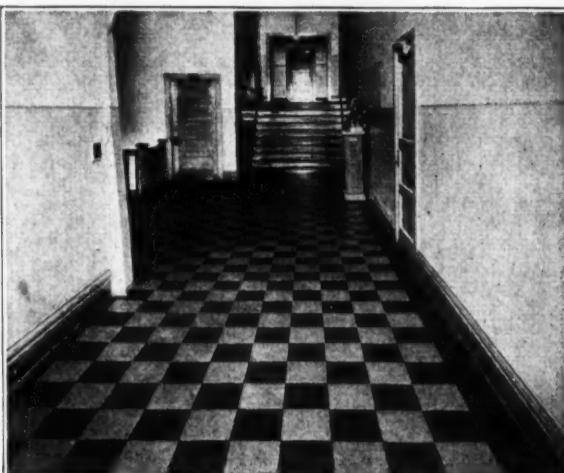
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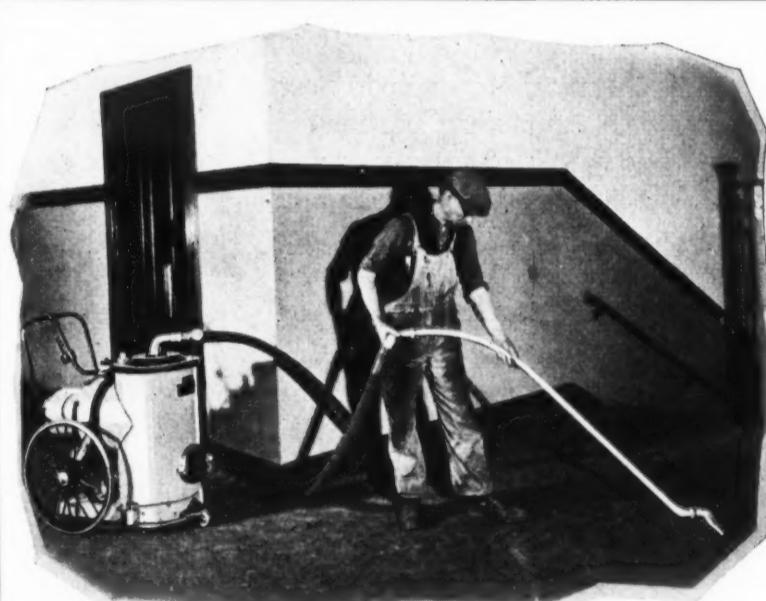
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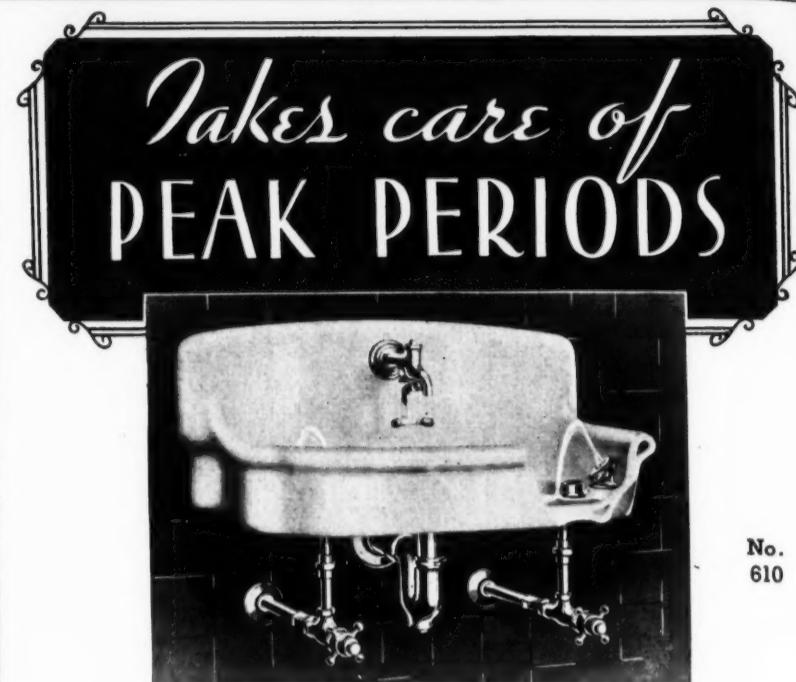


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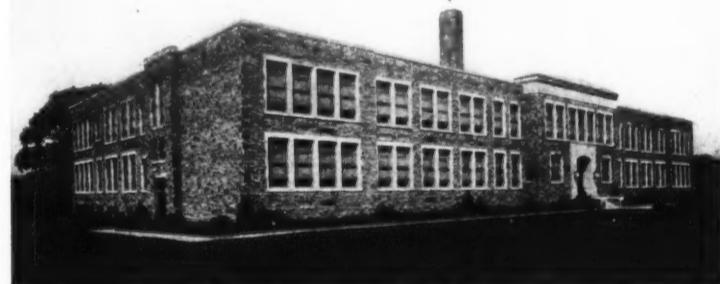
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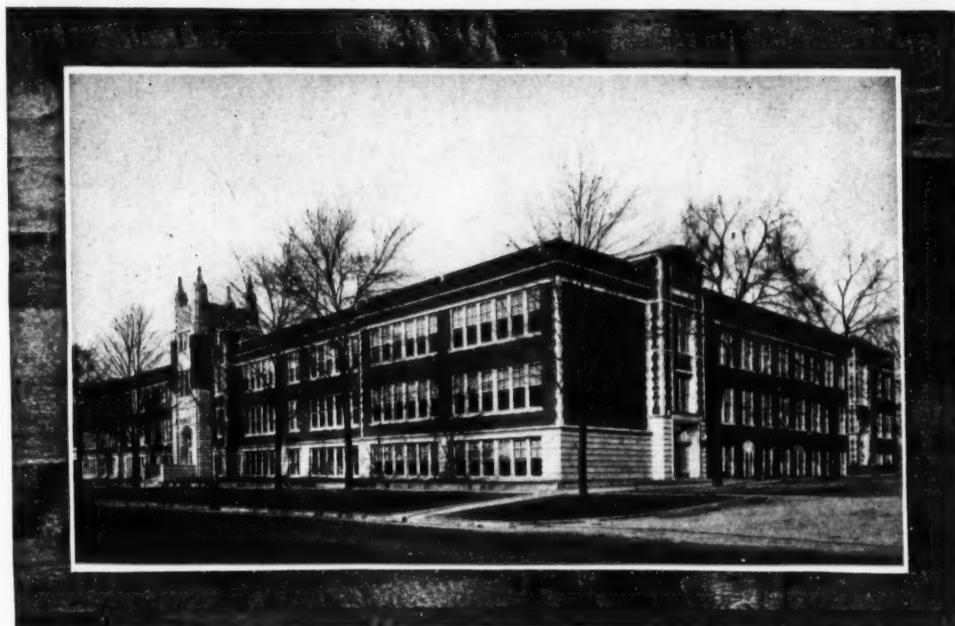
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Architect



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BECAUSE:

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 He chooses harrassment and worries to peace and contentment.
 He assumes responsibility rather than shrinks it.
 He is content to toil while others play.
 He accepts the challenge of accomplishment instead of side stepping it.
 He prefers to give to his community instead of take from it—gives employment—social betterment, higher living standards—financial stability—leadership.

Serve on a Board of Education?

BECAUSE:

He lives only once—there is inside him a restless urge to do something for the children of his community, to prepare young lives for living—to have something to show for his years of life.
 He prefers to serve others rather than be served.
 He places the interests of the children of the community first.
 He feels he can do the job better than another who might serve in his place.
 He wants to keep politics out of the schools and help to run them on merit.
 He knows that the school is one agency that should not be subject to spoils.
 He knows that he has the courage of his convictions—to choose between special interests and child interests.
 He knows that he can recognize the quality of leadership in his superintendent and can give him sympathetic and loyal support.
 He knows it is not his job to run the school but to furnish the foundation for the work.
 He knows he can aid in the selection of the kind of leadership that will do the job.
 He knows that this leader must be given a latitude of freedom if the job is to be done well.

The man who enters business with other objectives will find himself among those classified statistically in the six year average span of business duration. The man who assumes membership on a Board of Education with other objectives should find one term of such service all too long.
 He who would serve childhood should first question the motives that furnish the urge to serve. It is a sacred obligation—an unselfish service.



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Between You and Me, and the Gate Post!

THIS column is intended for small heart-to-heart talks between the editor and his readers. In that respect, it is a departure from the regular editorial and news matter appearing in other parts of the publication. Someone may say that it is here the editor "toots his own horn" by saying something about the publication as such.

Well, that is not entirely wrong. The editor may with perfect propriety draw the reader into his confidence and point to some of his policies and objectives. That does not mean that he merely wants to promote his own interests. There is far more in the cause he subserves. He cannot serve his own interests unless he stands courageously and loyally by the interests he has dedicated himself to espouse.

There never was a time in the history of the administration of the American schools like the present when there was greater need for intelligent direction and guidance. The problems, which have confronted the school administrator, have never been more complex, more difficult, more perplexing.

The outstanding facts are recognized by those in charge of this publication, with the result that the editors have sought to maintain an intelligent grasp of the situation that confronts the American school public. They have kept abreast with that situation and have printed the significant reading news to keep their constituency fully informed. More than that. THE SCHOOL BOARD JOURNAL not only has, from time to time, brought to the surface the pressing problems of the hour, but has also submitted the best thought and study of the day toward their solution. In rendering this service, school officials throughout the country have been able to move forward with greater circumspection and assurance. Complex situations have been clarified and simplified. An intelligent approach to the problems of school administration was rendered possible.

The policies, which have actuated our editorial service and which have stood the test during the country's most trying times, will be adhered to with renewed zeal and earnestness. We shall remain alert, and loyal to the task in hand.

THE EDITOR.



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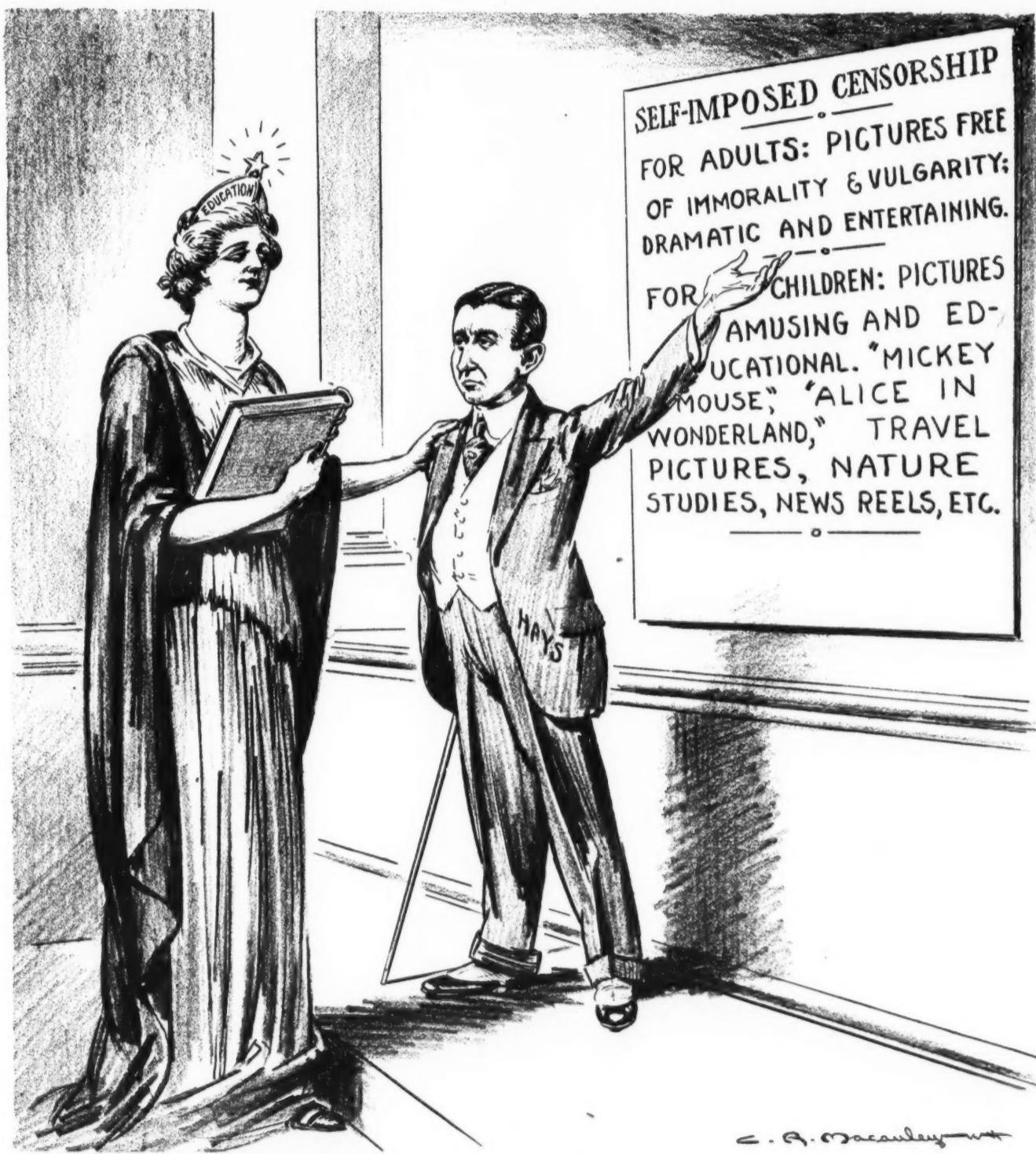
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Supervised Correspondence Study

Knute O. Broady, Professor of School Administration, and Earl T. Platt, Assistant Director of Extension in Charge of Correspondence Study, University of Nebraska

A recent publication by Gaumnitz, entitled *High-School Lessons By Mail*¹ has given national recognition to a type of high-school instruction which has gradually widened its sphere of acceptance since 1923 when Supt. H. C. Mitchell, of Benton Harbor, Michigan, introduced it in his high school.² Two grants to the University of Nebraska by the Carnegie Corporation and the Carnegie Foundation for the Advancement of Teaching, a panel discussion during the Department of Superintendence, Cleveland, in February, 1934, and a conference at Teachers College, Columbia University, in August, 1934, called by Dr. Frank W. Cyr in which representatives from many parts of the United States participated, provides further indication of the attention supervised correspondence study is receiving.

Supervised Correspondence Study Defined

Supervised correspondence study is a type of instruction in which a correspondence center, for example, a university extension division or a private correspondence school, co-operates with a high school in providing courses that could not otherwise be made available. The correspondence center furnishes the course materials, including assignments and directions for study, written exercises and tests, evaluates the pupils' written responses, and makes suggestions for the improvement of his work. The supervisor in the local school sets aside a period in the regular school day for study of the extension course by the pupil, provides conditions favorable to study, furnishes the pupil with the course material as it is needed, and collects the written responses, scoring some and sending others on to the correspondence center for grading.

Courses developed at the University of Nebraska are prepared for the most part according to the unit plan.³ School boards, as a rule, purchase the courses. The principle of equality of educational opportunity demands that this be done. Courses that the pupils need should be made available through local instructors, if possible, and by correspondence if necessary. The cost of the latter is never more, and usually is considerably less, than for regular instruction.

Values of Supervised Correspondence Study

Supervised correspondence study was developed by Superintendent Mitchell as a means of providing his high-school pupils with vocational courses at reasonable cost. More recently this method of instruction has received attention chiefly from those who are seeking to enrich the curriculum of the small high school. High schools of one hundred pupils or less can offer the basic curriculum at approximately the same cost as large high schools. As electives are introduced, however, the cost per pupil mounts rapidly. This is due principally to the fact that electives can be provided through regular classes only as additional teachers are employed. By means of supervised correspondence study these electives may be made available without increasing the size of the teaching force.

The electives that are added through supervised correspondence study serve a number of important purposes. They provide the widely

diversified vocational training that the present day demands. They serve to develop the avocational interests of pupils—a vital matter in a society of highly specialized work which demands diversion after working hours and a society of extensive leisure time, which must be expended wisely if morale and character are not to deteriorate.

Supervised correspondence courses make it possible for high-school graduates and adults to continue their education by coming to the high school for part of the day for study under supervision. Irregular students may also be cared for. This is particularly important in the small school where, due to alternation, not all of the basic subjects are offered each year. Because of this, pupils who come from other schools or those who fail in some subject, find it difficult, if not impossible, to complete their programs, unless they can take one or more of their subjects by extension. The few pupils whose abilities are so far above, or so far below normal, that they cannot be cared for in regular classes may also round out their programs with extension courses. It is evident, therefore, that many purposes are served by extending through supervised correspondence study the number of courses offered by the high school.

Economy Through Correspondence

Economy is another outcome because small classes which are always costly may be eliminated, and the pupils may be taught by correspondence. Besides offering an opportunity for actual reduction of expense, greater value may be received from the same expenditure. For example, the number of classes taught locally may be reduced sufficiently to permit the superintendent to devote more time to administration and supervision. Moreover, if courses that will profit pupils most are available to them, the money spent for education will bring greater returns.

Finally, supervised correspondence study offers an opportunity to constantly revitalize the high-school curriculum from the standpoint of both subject matter and method. The reason why this is true is evident. The course materials

are presumably prepared by individuals who are both pedagogical and subject-matter experts. They should be the first to learn of improvements in method and new developments in subject matter. These can be incorporated at once in the units in which they apply without disturbing the continuity of the divisions not revised. Without the use of supervised correspondence study, new developments in subject matter must await the appearance of new texts, while improvements in teaching methods will slowly filter to the practitioners through professional books and magazines and by means of institutional training. The importance of this last-named value of supervised correspondence study cannot be too greatly emphasized.

Effectiveness of Method of Instruction

The effectiveness of correspondence work under supervision from the standpoint of the learning products attained has been amply demonstrated at the University of Nebraska and elsewhere. Growth in the use of supervised correspondence study testifies to its desirability from other standpoints as well. The number of schools in Nebraska using supervised correspondence courses has grown from 1 in 1929-30, to more than 80 in 1933-34. In South Dakota, Michigan, and Massachusetts where state departments of education are friendly to the plan, there has also been a steady growth.

Supervised correspondence study will not succeed of itself. In the first place, suitable courses must be built, and that requires much more care and much greater expense than has usually been devoted to the building of courses for college extension work. The Extension Division of the University of Nebraska spends perhaps \$250 in building a one-semester academic course for use in supervised correspondence study. Technical courses frequently cost more. The builders of the courses, no matter what the field, must be experts in subject matter and in the pedagogical methods suited to supervised correspondence study.

Conditions Necessary to Success

The administration of the work at the correspondence center must be well organized. Corrected papers, for instance, should be returned to the pupil not later than the day after they are received. There must be some responsible agency, such as the extension division in the state university, to co-ordinate and operate the program for that state. To omit this co-ordinating agency is to invite abuses, since the quality of work offered by correspondence centers, public and private, differs widely.

If these prerequisites to success are fulfilled, and if there is wise administration of the program in the local school, coupled with careful individual guidance in the selection of the courses taken, supervised correspondence study will become, the authors feel, an integral part of the program of all smaller high schools and of many large high schools. In the eleventh and twelfth grades, and even earlier, one, or perhaps two, of the subjects will be taken by correspondence. These will be courses, in the main, that are intended to satisfy vocational and avocational interests and needs. Numbers of postgraduates and adults will continue their education through supervised correspondence study. Then the school will be an active center for adult education. More and more teachers will utilize the course materials as individualized lessons in their regular classes. This will make possible all the advantages that come with individualization and will help insure a dynamic curriculum and the use of up-to-date teaching methods.



CHILDREN'S BOOK WEEK WILL BE OBSERVED
NOVEMBER 11 TO 17. SEE PAGE 66.

¹Gaumnitz, Walter H., *High-School Lessons by Mail*, Bulletin 1933, No. 13. Washington, D. C.: United States Government Printing Office, 1933.

²Mitchell, S. C., "How Benton Harbor is Extending Its High School Curriculum on the Vocational Side," *SCHOOL BOARD JOURNAL*, 86:4; 20-21, April, 1933.

³Detailed standards are given in Platt, E. T. and Gibson, Ada Russell, *Preparation of Supervised Correspondence Courses*, Educational Monographs, No. 5, University of Nebraska, June, 1934.

Public Schools and Politics

N. B. Schoonmaker, Principal of West High School, Minneapolis, Minnesota

"Tax returns from visible property are falling down; tax delinquencies are mounting; anticipated funds for public schools maintenance are not being realized! How shall we meet this emergency? After we have reduced salaries of teachers and employees, shortened the school year, lopped off courses of study and departments, we are still faced with a deficit. What shall we do?"

These are questions and conditions which faced practically every school board in America early in 1930. They have been present ever since in varying degrees of acuteness. They still dictate the rules of necessity which govern the deliberations of men and women charged with the responsibility of administering public schools.

In common with other school boards, the board of education of Minneapolis, Minnesota, found these problems intruding unpleasantly, and demanding attention. Sharp curtailment of expenditures with a corresponding lessening of educational facilities was the only immediate answer possible. Distasteful as that answer is, school boards have no mystic powers by which money can be created out of thin air, even to support so worthy and essential a cause as public education.

Lynn Thompson, veteran of eighteen years' service as a Minneapolis school-board member and now president of the board, a liberal progressive in politics, did not hesitate to organize forces to cope with the situation. Long a crusader for democratic education, he has a firm belief that the first duty of civilization is to educate its young. Chafing under the injustice of raising billions through indirect taxation for the benefit of an arrogant and overfed bureaucracy, he proposed a course of action which resulted in the formation of the Junior Taxpayers' Association, an organization that has contacted educational groups in every state to secure united federal and state action in behalf of public schools.

Outlining the Tax Situation

"This crisis in financing our public schools is neither temporary nor seasonable," said Mr. Thompson, Secretary of the Junior Taxpayers' Association, in an address to the Minnesota State School Board Association. "Visible property is no longer a sufficiently broad nor an equitable source of revenues for school maintenance. The largest individual incomes of our nation are no longer derived from real or visible physical property. They come from investments in stocks, intangible securities, and interest-bearing bonds, many of them tax exempt. This form of monetary income represents a constantly increasing proportion of our total wealth; it demands the services of more and more dollars, and constantly absorbs a larger and larger ration of the fruits of production, industry and business. Politicians have been quick to take advantage of this, and have contrived many forms of special taxes to tap these sources for public revenues, but have held the public schools aloof from sharing in them, under the plea of keeping our schools out of politics.

"Battleships are being built, armies maintained, rivers dredged, and forests planted from income taxes, but farms and homes alone must pay for educating our children. Cities build monuments and great marble buildings, beautify parks and boulevards out of excise taxes, but only homes and small businesses contribute to schools. States pave thousands of miles of



HON. LYNN THOMPSON
President of the Board of Education,
Minneapolis.

highways for speeding automobiles with money exacted in special taxes, but leave the laborer who owns no automobile and has only a humble home in which he is rearing an American family, to bear the tax burden for schools in which to educate his growing boys and girls.

"Schools have a just right to share in the great flow of public money realized from special taxes. They not only have the right, but are faced with the necessity, if they are to exist at all."

The group which formed about the idea of broadening the basis from which school revenues are derived, was named The Minnesota Junior Taxpayers' Association. The name sounds like that of a movement to enroll youth in helping to solve tax economy problems. The real purpose of the association is to secure a more equitable source of income, and a wider distribution of tax money, for the benefit of junior America.

Proceeding Toward Organization

There is no need to dwell on the details of organization, for they were similar to all organized public movements. It was not until the summer of 1932 that actual effort could be undertaken. Mr. Thompson was placed in charge of the active work as executive secretary. He issued a general invitation for all people interested in schools, particularly parents, school officers, and superintendents, to join in a united effort to present the claims of public schools to the Minnesota legislature of 1933.

The response to his invitation was heartening in the extreme. In some counties the entire membership of Parent-Teachers' Associations, school boards, teaching staffs of schools, and other school employees, joined the new organization *en masse*.

Mr. Thompson pursued his cause methodically, religiously, and consistently. Three of the best attorneys of the state were employed to

Note: This article discusses the Minnesota effort made in behalf of the school-finance situation of that state. The procedure employed is suggestive and may prove helpful to other states where a similar distressing situation may prevail.—Editor.

draft a series of three legislative bills embodying the association's tax program. Two bills were statutory measures, one setting up a system of sales taxes on luxuries such as tobacco, moving-picture admissions, confections, etc., returns from such sales taxes to be apportioned among the school districts of the state on a basis of pupil enrollment. Another bill diverted a portion of the inheritance and insurance taxes for distribution to school districts in the same manner. A third bill proposed a constitutional amendment to apportion part of the gasoline tax money to the state school funds for similar distribution.

It was very apparent in the early days of the legislative session that the proposed school-aid bills were very distasteful to the skilled state budgetmakers of the legislature. Administration of the money was entirely too simple and direct, and did not carry sufficient recognition of political prestige, either in jobs or glory to suit them. The usual legislative smothering gas was administered in large doses. The Junior Taxpayers' Association bills were soon in the position of having everyone in the legislature for them by profession and word of mouth, and against them in all other ways.

Mr. Thompson simply redoubled his efforts. Key men on legislative committees found themselves surrounded by unanimous demands from back home to pass the school-aid bills. Still a record vote was dodged. Amendments, delays, legislative sharp practices, and jockeying, kept the bills off the calendar. With each round of legislative juggling and side-stepping, Mr. Thompson increased the home pressure on members. Personally he did not hound the legislature. The home-district people did that.

Value of Intelligent Agitation

It was a marvel how one man could do so much. Twice a week Mr. Thompson went on the radio to explain the justice of the proposed school legislation. He started a weekly publication which he named "T.N.T.," and by editorial and cartoon carried vivid pictures of the financial plight of schools into every corner of the state. Some of the cartoons he used were striking, such as the one showing a truant officer leading a child to a closed school. No legislative assembly, no matter how well equipped in side-stepping devices, could escape the demand entirely.

But the political sachems of the legislature were not minded to surrender directly. A state income-tax bill was pending in the legislature, initiated by the committee on taxation. An amendment was inserted in this bill giving the schools of the state some small share in the income-tax returns. The provision was not satisfactory to the friends of public schools; it was not satisfactory to Mr. Thompson, but it offered a reply for legislative members to those urging school-relief legislation, and legislative members sorely needed something as an out.

When the income-tax amendment failed to satisfy the Junior Taxpayers' Association, a legislative resolution was offered to investigate the affairs of the association, and Mr. Thompson's connection with it. Mr. Thompson's reply was a demand that the investigation be carried out at once, and so the resolution was promptly tabled.

In the closing days of the session, the state income-tax bill was passed, including participation by the schools in the returns. It was not much, but it was something. Minnesota history does not record a single instance in which a

legislative member has boasted of what the 1933 legislature did for Minnesota public schools, and yet it gave more than any prior legislature had ever granted.

Exposing Shameful Neglect

The reason for this lack of "pointing with pride" is that Mr. Thompson, through the Junior Taxpayers' Association, has shown the people of the state how shamelessly legislative bodies have neglected the public schools, so that the little done in 1933 seems nothing by comparison. Mr. Thompson made Minnesota solons "public-school conscious."

In 1933 the Junior Taxpayers' Association enlarged the scope of its activity in matters dealing with school financing, by launching itself out on a national basis, and inviting other states to form state units and unite efforts for the purposes of presenting the gravity of school financial plights to congress, and to the nation.

"This is an era of federal aid for everything but schools," Mr. Thompson declares in a booklet published and distributed by the Minnesota Junior Taxpayers' Association. "The nation is pouring out untold billions in the toll demanded by the ravages of business stagnation, and paying practically nothing for the only possible insurance against such catastrophes—Education. Theories of economics come and go, but the schools must go on forever."

The program of the National Junior Taxpayers' Association is not left to vague and indefinite generalities. A specific set-up of national and state aid to schools is proposed, patterned after the federal aid to highways act. Under the terms of the proposed law, the Federal Government would make a direct appropriation sufficient to maintain one third of the cost of operating schools in the United States, in no case exceeding an apportionment of \$25 a year for each pupil enrolled in the public schools of a district. This federal apportionment is to be made conditional on the state in which the district is located, making a similar appropriation to pay one third of the school operation cost up to \$25 a pupil per year. The local school district must provide approved housing, maintain a fixed standard of education, and pay the remaining third operating cost. Of course the local district would be required to pay all operating costs above \$75 a pupil per year.

"The home, the child, and the school form a natural trinity on which our national security rests," Mr. Thompson says, in support of this plan. "What is more fitting than that this trinity should be supported by another trinity consisting of the nation, the state, and the local school district?"

Securing the Pledge of Voters

Having introduced the idea for a national organization with the special mission of entering national taxing avenues for school support, Mr. Thompson turned his immediate attention to the school financial difficulties of his own state, Minnesota.

"We have an object lesson of what legislative members do after election when they are appealed to in behalf of public schools. Let's find out what they have to say about the question *before* election," was his declaration, and he proceeded to do so.

Even before the 1934 primaries which selected candidates for both the Minnesota state senate and house of representatives, the Minnesota Junior Taxpayers' Association was in the field contacting candidates for legislative seats through its far-flung membership. The contacting was no loose word-of-mouth affair, but a definite pledge of support for specific things. Not a legislative or congressional can-



A COMPELLING CARTOON USED BY THE JUNIOR TAXPAYERS' LEAGUE

didate in the state escaped being confronted with the pledge, printed on a card, and a request to sign. This is the pledge-card wording:

TO THE VOTERS!

I believe in safeguarding the educational opportunities of our children. I believe in a lower direct tax burden on farms and homes. The way to secure both these benefits is to increase federal and state aid to schools, and to secure increased aid through some form of general tax other than on real estate.

I therefore pledge myself, if elected to office, to do everything within my power to bring about a general federal aid to schools amounting to twenty-five dollars a pupil, to be used for operation and maintenance, and to be distributed on the basis of pupil attendance, providing a like amount, or more, is furnished by the local district.

(Signed) _____

Candidate for _____

Witness: _____

The correctness of Mr. Thompson's political philosophy is attested by the fact that while in the 1933 legislature he was scarcely accorded the courtesy of appearing before a committee in behalf of the schools.

Effect upon Legislative Body

In 1934, the Junior Taxpayers' Association has the signatures of more than 65 per cent of all the legislative candidates in Minnesota on the dotted line of this pledge. Some candidates are making this pledge the basis of their election campaigns. Drives are going on to make this as near 100 per cent as possible.

Similar pledge cards were placed before all Minnesota candidates for Congress, the pledge relating, of course, to the national aspects of the Junior Taxpayers' Association program. Of the 27 congressional candidates and the three candidates for United States Senate, in the state, all except two have signed the Federal Aid to Schools Pledge.

The purpose of this article is not so much to set up an argument urging broader financial support of public schools as it is to demonstrate what can be done toward molding public opinion, and awakening the consciousness of our citizenship to the injustices of worn-out methods of school financing, when the task is undertaken with spirited intelligence. The slogan to "keep the schools out of politics," is doubtless a good one from a partisanship standpoint, but has no other merit. The time is long past due when guardians of public schools must go into politics, head-on and no longer allow the ever-increasing army of political job-holders to steal the just heritage of youth, and use it for their own glory, comfort, and aggrandizement.

It also shows what can be accomplished by one man when he devotes himself wholeheartedly and unselfishly to the job.

Transportation of Pupils to School¹

Harry A. Little, Department of Education, Georgia State College for Women, Milledgeville, Georgia

Within the past few years a great deal of information has been accumulated on the cost and administration of transportation. When states began to plan for transportation as a part of a state program for the support of education, there arose a need for some method of determining objectively how much transportation a locality should have. Formulas have been developed which would estimate this for various states, but these formulas have not been very practical, due to the fact that most of them have been based on present conditions rather than on conditions as they would be if the schools of the state or county were reorganized according to modern ideas of school administration.

The cost of transportation varies so from community to community that there is very little uniformity. There are many factors which cause this transportation cost to vary. Evans found that "The average cost per bus-mile or per-pupil-mile is of little value. . . . Comparisons of total cost of projects of a given size are much more valid. Much of the expense involved is not dependent upon mileage."²

When the cost of transportation per pupil for the various states is compared with the net cost of other school expenditures per pupil in

average daily attendance, including transportation, there is a remarkably high correlation between these two costs, it being .87. When taken in the United States as a whole, the average cost of transportation per pupil is 35.62 per cent of the cost of all other current expenses, not including transportation, per pupil in average daily attendance. This percentage is not quite uniform, being a little more for the states with a low level of expenditure per pupil and a little less for states with a high level of expenditure. The predictive formula which can be worked out from a distribution of the cost of transportation and the cost of other current expenses is:

The annual cost of transportation in dollars per pupil equals \$1.91 plus .334 times the cost of other current expenses per pupil in average daily attendance.

There is no very good way to predict the number of pupils which will be transported to school under a complete reorganization, but the surveys which were used in the above study give the number of pupils who would be transported. This number seems to be determined by the density of farm children per 10,000 acres of farm land. There is a correlation of -.735 between the percentage of farm children transported under the proposed reorganization and the density as determined by the number of farm children 5 to 20 years of age per 10,000 acres of farm land. According to these surveys, the percentage of farm children

(Concluded on Page 71)

¹This article is based on findings of a study on *Potential Economics in the Reorganization of Local School Attendance Units*. Published by the Bureau of Publications, Teachers College, Columbia University, 1934.

²Evans, Frank O., *Factors Affecting the Cost of School Transportation in California*. U. S. Office of Education, Bulletin No. 29, 1930, p. 21.

Budget Control in Connection with School Revenues¹

Ira G. Flocken, Chief Accountant and Statistician of Board of Public Education, Pittsburgh, Pennsylvania

Budget control in connection with income differs from budget control pertaining to expenditures, in that expenditures permit of more or less direction by the management during the year, while management can do very little to change the amount or nature of income. Income, after the budget has been enacted, is affected largely by forces outside the management. Inducements or penalties in connection with payments due the school district may be provided, but such measures do not much change the amount of the potential income. They usually only alter to a greater or less degree the time of its receipt. Expenditures, excepting for contracts already entered into, are more largely subject to management control. Employees may be reduced in numbers or in the amount of their salaries. Supplies may be curtailed, substitutions made, or their use in large part temporarily suspended.

The condition described above necessitates a different method of budget follow-up for income than for expenditures. Expenditures must be controlled, that is, either reduced or cut off when necessary, but income must be studied in order to anticipate what amount is likely to be received, and when it is to be received. This anticipation or estimate of future income is necessary in order to:

1. Determine what amounts, if any, it may be necessary to borrow.
2. Determine to what extent expenses must be reduced to be within probable income.
3. Determine the balance or deficit which will exist at the end of the budget year to be carried forward into the next budget year.

In anticipating income, a good starting point is to ascertain what amounts were received in each month of the preceding year under the principal classifications of income, such as: current-year tax levy before delinquent; current-year tax levy after delinquent; delinquent taxes prior years; state appropriation; interest on current-fund bank balances; tuition; and miscellaneous income.

It is reasonable to assume that amounts will be received in the current year similar to those received in the previous year, unless some factors are known to exist which would modify such an assumption. Some factors which may make it necessary to modify such an assumption are: The tax levy may be higher or lower than the year before; the valuations on which tax rates apply may be greater or less than the year before. If the rate of tax levy has changed and the taxable valuation of property has changed, these changes can be translated into a ratio and the estimates of anticipated income for the current year based upon last year's receipts changed proportionately.

The following statement illustrates the application of these principles to the making of an estimate concerning the receipt of income from the current tax levy before such taxes have become delinquent.

When it comes to a consideration of delinquent taxes, it may be that the amount of delinquent taxes outstanding at the beginning of the current year was larger than the amount of delinquent taxes outstanding at the beginning of the previous year. If so, it may be reasonable to assume that the receipts from delinquent taxes this year will exceed those of last year by about the same ratio that the amount outstanding at the beginning of this year exceeds the amount of delinquent taxes outstanding at the beginning of last year.

¹Read before a round-table conference of the National Association of Public-School Business Officials, New York City, August 22, 1934.



MR. IRA G. FLOCKEN, C.P.A.

The appropriation to be received from the state may be different from the appropriation received in the previous year. This may be because of an increase or decrease in the number

Statement Showing Estimated Result for the Current Year on the Expenditure Item of, "Expenditures for Instruction Salaries" (000.00 omitted)

Month	Amounts Actually Received in Previous Year	Amounts Which Should Probably Be Received in Current Year ¹	Received in Current Year	Current-Year Budget Estimate with Known Modifications
January	\$3,419		\$3,618	\$8,741
Total	3,419		3,618	
February	2,584		1,937	9,294 ²
Total	6,003		5,555	
March	273		247	9,176 ³
Total	6,276		5,802	
April	621		489	9,169
Total	6,897		6,291	
May	484		561	9,168
Total	7,381		6,852	
June	133		93	9,168
Total	7,514		6,945	
July	478		475	9,168
Total	7,992		7,420	
August	416	388		
Total	8,408			
September	96	89		
Total	8,504			
October	489	457		
Total	8,993			
November	444	414		
Total	9,437			
December	104	97		
Total	9,541		1,445	

Recapitulation

Current-Year Budget Estimate.....	\$9,168
Received in Current Year to Date.....	\$7,420
Amount Which Should Be Received in Remainder of Current Year.....	1,445
Total Actual and Estimated Receipts.....	8,865
Difference, Estimated Net Shortage in This Item	\$ 303

¹The monthly amount which should probably be received in the current year is .0666 of the monthly amount actually received in 1933.

This ratio is arrived at as follows:

Tax levy 1933.....	\$14,240,490.88
Tax levy 1934.....	13,291,624.26
Reduction.....	\$ 948,866.62
Ration of reduction = $\frac{948,866.62}{14,240,490.88}$	= .0666

NOTE: In applying this ratio to the figures in the above table the calculations were made before the 000.00 were omitted.

²Increase due to actual valuations above estimated valuations.

³Decrease due to discounts allowed.

of pupils or teachers upon which basis the final allotment by the state may be made. A shortage of funds on the part of the state may mean a percentage reduction in the usual appropriation. Part of the payment of the appropriation by the state may be deferred until the following budget period. These factors must be considered in modifying the income received last year in its use as a guide for anticipating the income to be received in the remainder of the current budget year.

After interest on bank balances is known for the first half of the budget year, it may be assumed that the interest to be received in the last half of the budget year will bear the same relation to last year's interest receipts as the relation between interest received in the first half of the preceding and current budget years. If anything has occurred to alter greatly the general receipt of funds during the remainder of the current budget year, this factor must be given proper consideration.

Statement Showing Estimated Result for the Current Year on the Expenditure Item of, "Expenditures for Instruction Salaries" (000.00 omitted)

Month	Amounts Which Should Probably Be Expended in Previous Year	Amounts Which Should Probably Be Expended in Current Year	Amounts Expended in Current Year	\$ Current-Year Budget with Known Modifications
January	742		751	\$8,211
Total	742		751	
February	775		783	8,211
Total	1,517		1,534	
March	776		783	8,211
Total	2,293		2,317	
April	776		784	8,211
Total	3,069		3,101	
May	777		783	8,211
Total	3,846		3,884	
June	893		880	8,211
Total	4,739		4,764	
July	43		44	8,211
Total	4,782		4,808	
August	8	9		
Total	4,790			
September	757		757	
Total	5,547			
October	785		785	
Total	6,332			
November	784		785	
Total	7,116			
December	925		925	
Total	8,041		3,261	
Recapitulation				
Current-Year Budget Estimate.....				\$8,211
Expended in Current Year.....				\$4,808
Probable Amount Which Should Be Expended in Remainder of Current Year.....				3,261
Total Actual and Estimated Expenditures for Salaries.....				8,069
Difference, Estimated Net Savings in This Item				\$ 142

Tuition receipts should run about the same as the previous year after giving effect to neighboring districts formerly sending tuition students but now supplying their own schools and also after giving effect to trends of marked increases or decreases in the number of tuition pupils from various districts regularly patronizing our schools.

Miscellaneous income represents a comparatively small amount and will probably have to be determined purely on a judgment basis.

In considering the sufficiency or insufficiency of the income, it is not enough to consider only the income, but the probable expenditures in their major classifications must be studied. The expenditures from current revenue funds may be grouped under five main classifications, namely: instruction salaries; other salaries; supplies and expenses; capital outlays; debt service.

The salaries paid last year will be a good measure of the salaries to be paid this year after

giving effect to percentage increases or decreases and the percentage by which the payroll has been changed because of change in personnel.

The following statement illustrates the application of the above principles to making an estimate of the probable amounts to be expended for instruction salaries during the budget year.

The amounts paid for supplies and expenses last year will likewise serve as a basis for estimating the amounts to be required this year, after giving effect to percentage changes in prices and changes in the size of the school system.

Capital outlays from current funds are usually comparatively small in amount and the amount to be expended in the remaining months of the current year must be largely estimated on a judgment basis.

Debt service is definitely fixed by maturing principal and regular interest payments.

After each of the above items have been studied as to their probable effect upon the financial condition of the school district, a summary statement should be prepared in order to ascertain the final or net result.

Such a table follows as an illustration of the method suggested.

Item	Estimate at August 1, 1934, of Anticipated Income, Expenditures, and Balance for the Remainder of the Current Budget Year			
	Budget with Known Modifications	Present Estimate for Year (Actual Figures to Date Plus Estimates for Remainder of Year)	Estimated Deficits for Year	Estimated Surpluses for Year
Current Taxes before Delinquent	\$ 9,168	\$ 8,866	\$302	\$
Current Taxes after Delinquent	665	810	145	
Delinquent Taxes of Prior Years	2,347	1,965	382	
State Appropriation	1,075	1,168	93	
Interest	75	101	26	
Tuition	140	136	4	
Miscellaneous Income	35	35		
Totals	\$13,505	\$13,081	\$688	\$264
Net Estimated Deficit in Income for Budget Year			\$424	
Summary				
Current-Revenue-Fund Balance, July 31, 1934...			\$200	
Estimated Deficit in Income for Budget Year...		\$424		
Estimated Savings in Expenditures for Budget Year		239		
Estimated Net Deficit for Budget Year...			185	
Estimated Balance of Current-Revenue Fund at End of Budget Year				\$ 15

In obtaining and using figures as suggested in this article, it must, of course, always be

borne in mind that the final results are estimated and not statements of actual facts.

A Book of Aristocracies

Fred J. Ward

There was trouble in the land and someone spoke about "dirty work at the crossroads." There had been a shortage of food and the country was threatened with famine. Troublemakers had fomented the idle and the discontented into revolt.

A manor house was destroyed. The records which bore witness to men's serfdom were burned in the fire. An unwary aristocrat had been caught by the mob in the absence of his usual bodyguard and the howling crowd had impaled him on a sharp stake.

The commentator of that day, sitting thoughtfully in the quiet of a wayside monastery, spoke of the bitter strife which had been engendered between the high-born and the low-born. He puzzled mildly, this monk, why men should strive with one another over an earthly estate, when for a certainty, they would all shortly put away their worldly passions and be judged by a tribunal which knew no distinction of caste or race—which gave a justice that was eternal in its wisdom and timeless in its fairness.

They described this as a period of confusion and it was not an event which is peculiar to any age. And the strife of today is only a phase of this continuing revolt.

Men have always tried to throw off the domination of their masters. Manuscripts from the tombs of Egypt have told how the workmen on the canals laid down their tools and refused to toil further until they had been given each an added measure of corn. The Romans of a later date found their country at the edge of ruin because the plebeians refused to fight the enemy until all Romans received

equality before the law. Our own country is the birth product of a revolution which destroyed one inequality only to set up another.

Possibly this strife will continue so long as we have masters and men. The scene of the discontent has changed. The characters have changed but the discord has lost none of its bitterness.

The first masters were the masters by birth. Men were born to be owners of land and to the rights and titles which went with the ownership of land. But the strain of this aristocracy became weak from inbreeding. Lesser men of shrewd wit gained competence by trade or piracy or plunder. And these men stood ready to lead the discontented to stand up against the ancient privileges of the gentle-born.

From this, from time to time, there has grown up another kind of aristocracy. This one was based on wealth. Like all aristocracies it was a vigorous one at its beginning but later it fell into a decline. For fools often inherit wealth and sly men may steal it. Furthermore, it is not possible to long perpetuate a group in power by institutionalizing their caste after their service has come to an end. New groups always arise with a firmer understanding of the needs of their day, ready to challenge, with bloodshed and violence, if need be, the privilege of their overlords.

In our own country we have developed, within the past few years a new type of aristocracy. Our aristocracy is not based on the artificial differences of birth, nor the statistical differences of wealth. It has been based on the acquired skill of the individual. A man or

woman of any means or of any birth might gain admittance to this aristocracy.

We have been very proud of this aristocracy of ours. We have written biographies of our self-made men. The great American saga has told of the poor boy who became famous. The American aristocrat is the skilled workman, whether he files saws, writes sonnets, or teaches the village school.

There is a revolt against our aristocracy and now there is talk of "dirty work at the crossroads." The folks who have mastered the government in the upheaval since 1929 have made a new set of conditions to determine who shall work and who shall earn. A subtle change has come about so that the one who needs it most may have first call upon the earning capacity of the country.

The revolt is not won. There are still those who have declared that appointments must eventually revert to a basis of merit, which is another way of saying that we have got to turn the mastery of the country back to our aristocracy. Be that as it may. The change may be temporary. It may only hint at what might happen if the skilled and the competent become too smug and complacent; if they go their own selfish way without regard to those less fortunately endowed.

Our aristocracy expresses itself in many ways. In political life it is embodied in the slogan: "Let the best man win." In the public-school service we say try for appointments on the basis of merit. The contractor who builds houses will tell you that you cannot make money on a crew of incompetent mechanics. The drawing power of individual stars in the picture world may mean the difference between success and failure to the movie house on the corner. Mechanical devices which have multiplied the written or the spoken word have widened the gulf in the difference between the skilled and the unskilled.

To the well-born in the Middle Ages it was inconceivable that the peasant and the vulgar should share in the management of the world's affairs. To every aristocracy in every age there is the firmly embedded conviction that they are the divinely appointed rulers of men. Today, men are amazed that any suggestion should be made that the capable, the trained, and the skillful should be dispossessed from any part of the privileges they have enjoyed.

But the same cruelty which ground the stolid peasant into filth and poverty has marked the management of modern times. The inferior workman has had to take what he could get. His family might go hungry and he be sent from door to door, asking for a job which he knew in advance that he could not keep. He has known poverty, failure, and disappointment.

And now he has caught hold of the reins of government. His bitterness threatens to grow dark blossoms of hate and resentment which may gather force in destruction.

The spokesmen of those who are not "the fittest" of today are speaking their discontent on the nearest street corner. One has only to lay ear to the earth to hear the rumble of great forces.

Aristocracies have always been small groups. They have been dispossessed when they failed to serve others than themselves. The present movement may mean a fundamental change in the make-up of our social system, or it may be only a warning of what might happen. At any rate, it is a reminder that social systems have been swallowed up by upheavals from the depth; that strong men must not forget their less fortunate fellows.

"And a voice called below me, 'Lend me a hand for I drown.' So I gave him a hand and we reached the shore."

Discretionary Powers of Boards of School Control

Dr. John Decatur Messick, Superintendent of Schools, Spencer, North Carolina

(Concluded from October)

Discretionary Powers in the Transportation of Children. The transfer of pupils is discretionary with a board of school control, except when it is left to the vote of the electors to transfer, when the board acts only as a ministerial agent for the voters, or when the pupils are already given an established right to transfer. Precedents do not have to be followed in matters of transportation within the discretion of the school board. The determination of any school board as to the school to which it will send and transport pupils and the method of sending them, is largely a matter of discretion on the part of the board, so long as there is no conflict with statutory regulations and abuse of power.¹⁸

Where a district votes transportation upon itself, a board does not have discretionary authority in the provision of transportation. The intention of the legislatures in passing laws concerning transportation is to impose an absolute duty upon boards of school control to carry out the wish of the voters of the community. Furthermore, when consolidating two or more districts into one school district, the evidence in courts has shown that it was an abuse of discretion for a school board to create consolidated school districts, without providing transportation for any pupils who were too far from the central location to be within convenient walking distance. Which follows that pupils must either be within reasonable walking distance from the school, or provision must be made for their conveyance.

(a) A board may use broad discretion in determining whether to transport pupils to an adjoining district within the county or to a district in an adjacent county. (b) A board may use its discretion in declining to transport children if they reside at too great a distance so that an undue burden would be placed upon the taxpayer, or if it believes a pupil who desires transportation to be sufficiently accommodated without being transported. (c) Each transfer case in sparsely settled communities and in other remote cases should be considered separately. (d) For the most part the rules and regulations applicable to the transportation of all races in this country are identical, but there arises an occasional problem that differs. In states where legislative enactment allows the provision for different schools for races, individual pupils sometimes have to be considered in the problem of transportation. A Kansas court said: "Eligibility for admission to the public schools is not affected by the race or the color of the applicant, in the absence of constitutional or statutory provision limiting or modifying the rule; but where separate schools for white and colored children have been required or established by statute or constitutional enactment, the right to be admitted is restricted to the school of the pupil's race, provided that school facilities and transportation permit no discrimination."¹⁹

Discretionary Powers in Dealing with Pupil Attendance. The discretionary powers of boards of school control are wide in dealing with pupil attendance at school. (a) A board has wide discretion in its decision concerning the age at which it will admit first-year pupils, unless there is statutory regulation otherwise. (b) A

board may decide that pupils under 7 years of age shall not enter school, except near the beginning of the fall term, and be supported by the court.²⁰ (c) A court held that a board did not have discretionary power to cause a pupil who was of school age to lose five or six months before being admitted to school.²¹ (d) If a pupil is dismissed from one school and requests admittance to another school, a board does not have a discretionary right in refusing him admittance. The court held: "Neither the teacher nor the board, nor both combined, had authority to prescribe, as a condition precedent to his right to enter the school in that district, that he should first atone for past offenses committed against other districts."²² (e) A board has wide discretion in formulating and enforcing health regulations for admittance. (f) A board may use its discretion in deciding whether it shall, or shall not, admit a physically deformed pupil.²³ (g) A board may formulate and enforce such rules as it deems necessary to acquire attendance. (h) Courts have held that boards may make reasonable rules concerning tardiness in schools. (i) A board may use its discretion in making and enforcing such rules as it believes best concerning pupils remaining on the school ground during the day. (j) A board may use its discretion in accepting adult pupils, but if it does, such pupils must come under the rules and regulations as set up for regular pupils.²⁴ (k) A school board may not debar a pupil because of marriage, as marriage is encouraged by law.²⁵ The court stated: "Unreasonable, arbitrary, and an abuse of discretion, is a rule debarring a pupil from school because of marriage. Marriage is a domestic relation highly favored by law. When this relation is entered into with correct motives, the effect on the husband and wife is refining and elevating."

Discretionary Powers in Regard to Discipline. It is generally understood that it is the duty of a school board to make such rules and regulations for the discipline of a school as will be conducive to good behavior and a healthy condition on the part of pupils. Moreover, the board may use its judgment in the determination of such rules as it believes to be for the best interest of the school and community, so long as there is no abuse of power.²⁶

There are often differences of opinion in reference to the authority of a school board to regulate the conduct of the pupils beyond the premises, but courts are universally and uniformly of one accord in the opinion that rules for the conduct of pupils while under the direct supervision of the school are not to be declared void, unless plainly unreasonable, unjust, or contrary to law, but that the board may exercise its discretionary powers of discipline in a broad way. A Missouri court said: "The directors of a school district are invested with the power and authority to make and execute all needful rules and regulations for the government, management, and control of such schools as they may think proper, not inconsistent with the laws of the land. They have the unquestionable right to make needful rules for the control of pupils while in school." An Iowa court held that: "If the effects done out of

school reach within the schoolroom during school hours and are detrimental to good order and the best interest of the pupils, it is evident that such acts may be forbidden. If deeds are committed by pupils away from school which are a bad influence upon the pupils, can it be pretended that such action or actions cannot be reached for correction by the school board and teachers? The view that acts, to be within the authority of the school board and teachers for discipline and correction must be done within school hours, is narrow and without regard to the spirit of the law and the best interest of our common schools."

Suspension and Expulsion of Pupils Upheld. School boards are invested with power to make and enforce such rules as will insure proper conduct of pupils, even if they must resort to suspension or expulsion. (a) Proper attendance of pupils may be enforced. (b) Wide discretionary authority may be used when dealing with pupils who write or say anything derogatory about a school official. (c) A board is held to be within its right of discretion in expelling a pupil who leaves the school ground without permission. (d) A pupil who leaves after school when he has been told to report to a teacher, may be expelled at the discretion of the board. (e) When and if a parent refuses to sign a report card, the board is within its right to exclude the pupil from school until the card is properly signed. (f) A court held that a board has the right to expel a pupil who refuses to divulge the name of a miscreant in school to proper authorities. (g) General and constant misbehavior will constitute a sufficient cause for a board to suspend or expel a pupil, and the court will hold that the board acted within its discretionary power.²⁷ (h) An Arkansas court held that a board has the right to make rules and regulations concerning the way pupils should dress while at school, and that it may use its discretion in the way it wishes to enforce the rules. (i) A board is invested with such discretion that it may make and enforce rules that it believes to be best for the physical welfare of the pupils. (j) A board may use its discretion in the suspension or expulsion of a pupil who refuses to take part in religious exercises, if his parents do not object to his taking part. (k) A board may not dismiss a pupil for a careless act, as the court will not uphold such an action of the board, unless the act should be willful or malicious. (l) Parental interference to keep a child from being whipped, will constitute sufficient cause for a board to use its discretion in excluding the child from school. (m) A board is within its rights to expel a pupil whose parents abuse a teacher or otherwise disturb a school. (n) A board does not have a right to expel a pupil without granting a hearing to the parent or guardian of the pupil, if such is desired. (o) An Iowa court stated that a board is invested with such discretionary power as will enable it to dismiss pupils who play athletic contests under the auspices of the school, when there is a rule prohibiting such action on the part of the pupil. (p) A board is within its rights in the dismissal of licentious, drunken, or other-

¹⁸*In re. East Hopewell Sch. Dist.*, 7 Pa. Dist. 177; *Commonwealth v. Penn. Tp. Dist. Sch.*, 31 Pa. Co. 552; *Harris Pennington Co. Sch. Dist. No. 48*, 32 S. D. 544, 143 N. W. 898, Ann. Cas. 1916A, 267.

¹⁹*Wright v. Topeka Bd. of Edu.*, 129 Kan. 852, 284 Pa. 363.

²⁰*Ranney v. Sch. Dist. of Cape Girardeau*, 141 S. W. 640. ²¹*Bd. of Edu. v. John S. Bolton*, 85 Ill. App. 92.

²²*Stephens v. Humphrey*, 224 S. W. 442.

²³*Beattie v. Bd. of Edu. of Antigo*, 172 N. W. 153.

²⁴*State v. Mizner*, 45 Iowa 248, 24 Am. Rep. 769.

²⁵*McLeod v. State*, 122 So. 737, 63 L. R. A. 1161; *Nutt v. Bd. of Ed.*, 128 Kans. 507.

²⁶*Hodgkins v. Rockport*, 105 Mass. 475; *Dritt v. Snodgrass*, 66 Mo. 286; *Burdick v. Babcock*, 31 Iowa 562; *Ferick v. Michener*, 111 Ind. 488; *The State v. Vanderbilt*, 116 Ind. 11; *Danenhoffer v. State*, 69 Ind. 295.

²⁷*Watson v. City of Cambridge*, 157 Mass. 561, 3 N. E. 864; *Mossman v. City of Lawrence*, 186 Mass. 456, 72 N. E. 91; *State v. Hamilton*, 42 Mo. App. 24.

(Concluded on Page 70)

School-Board Members Who are Making

MRS. LOUISE B. HOBLIT Member, Board of Education, Pasadena, California

Perhaps no citizen in this community of 108,000 persons has devoted himself or herself more unselfishly to public service over a long period of years than has Mrs. Louise B.



MRS. LOUISE B. HOBLIT
Member, Board of Education,
Pasadena, California.

Hoblit, twice president of the Pasadena board of education and now serving her tenth year as a member of that body.

Mrs. Hoblit has often been characterized as a typical American homemaker of the most conscientious type, who has for her chief outside diversion the devoting of an apparently unlimited amount of time to community projects.

Since 1925, Mrs. Hoblit has been a most important member of the Pasadena board of education which numbers five persons. She has shown a unique and remarkable ability to weigh in the balance of a mature judgment every problem of personnel, instruction, and child welfare, ever on the alert to defend the principles for which the American public school was established.

Mrs. Hoblit's earlier training for this public-service work in connection with the board of education, was acquired in the field of juvenile delinquency, when for a number of years following her graduation from Smith College she was an attaché of the Los Angeles County Probation Department.

Mrs. Hoblit has been untiring in her effort to represent the board of education whenever and wherever representation was expected or needed, and during these nearly ten years there has scarcely been a function of importance in this or adjoining communities within the school district that has not noted the presence of this genial member of the board.

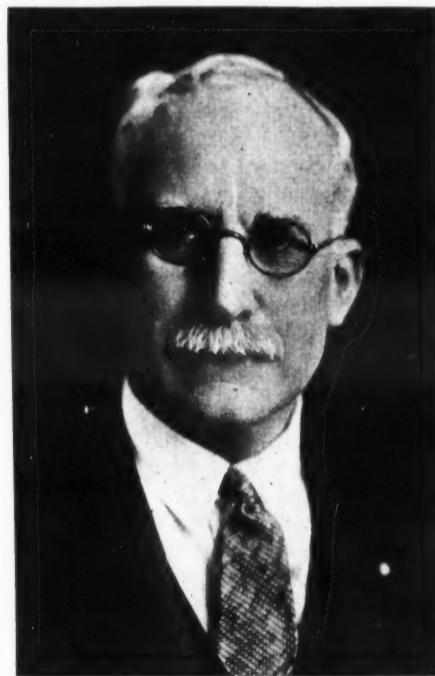
She combines the sympathies of a woman with the judgment of a man to a degree that has delighted not only the administration of the schools she helps to direct, but also her fellow board members all of whom are men. Year after year she is re-elected by her colleagues to carry the board responsibility in matters involving personnel, curriculum, and instruction.

She is blessed with an almost uncanny

memory, and is invariably able to produce at will written evidence, in the form of long-forgotten board reports, to verify her knowledge of a given subject. With all this ability and despite the heavy responsibilities which she carries on her shoulders, Mrs. Hoblit ever remains a charming woman, extremely feminine, and a devoted mother to her one son. Mrs. Hoblit was widowed a year ago, but in spite of this fact she has valiantly remained at her post and devotedly carried on her board work.

DR. DAVID C. TODD President, Board of Education, St. Louis, Missouri

Dr. Todd was selected to membership on the board of education in 1927 and was re-elected for a term of six years in 1933. For at least twenty years Dr. Todd has been known in St. Louis as a physician interested in public life and especially in playground activities. It was this that led him into his present relationship with the public schools. He was chosen by his fellow members in April, 1933, to act as president for an unexpired term, and re-elected by them in October of the same year for a full term. In this position it was his function to appoint the committees of the board of educa-



DR. DAVID C. TODD
President, Board of Education,
St. Louis, Missouri.

tion. One of the most influential of these, of which Dr. Todd as president is an *ex officio* member, carried the responsibility of passing upon policies with respect to retrenchments made necessary by diminishing revenues incident to the depression. While looking diligently after the interest of taxpayers, the standards of the schools as well as the board's program of educational opportunities for all children have been maintained.

Twice in the past year the board of education had to submit financial measures for approval at a special election. In February a proposition to continue the school-tax rate, which had been in effect since 1921, was approved by a majority of more than 3 to 1. Three months later, the voters approved a two-million-dollar bond issue for the construction of school buildings as a PWA project. These large majorities indicate public approval of the board's policies both financial and educational.

Dr. Todd's special interest in schoolwork has been in the field of health, physical development, recreation, and athletics. Among the evidences of his interest in this phase of schoolwork is a system of summer playgrounds attended annually by thousands of children. Dr. Todd holds that play is a vital part of the public school's educational program for children and that ample provision for such activities under proper supervision is necessary to make and keep children physically strong, morally sound, and intellectually alert.

MRS. JAMES F. McQUAID Member, Board of Education, East Chicago, Indiana

Establishing a record of serving on the board of education longer than anyone else, as well as being the only woman ever elected to that position, has been the unique distinction of Mrs. McQuaid, of East Chicago, Indiana, who has just completed twelve years of service to the schools of that city.

During her tenure she has helped to plan and build a large proportion of the schools now in use, including the Washington Gymnasium and Auditorium, the Roosevelt Junior-Senior High School, the Harrison, Franklin, and Columbus elementary schools, as well as modernizing several of the other school units. She was not only interested in the building of the physical plant, but supported all the movements for enriching and humanizing the curriculum. The development of the auditorium period, the increase in the offerings in the field of music and art, were influenced by her efforts in their behalf. The growth of the vocational-industrial department to its present state of nation-wide prominence and the very effective city-wide program of community recreation have always had her encouragement and support.

In addition to her many duties as a member of the board of education, Mrs. McQuaid has found time to take an active part in the affairs of the community, particularly those whose object is to better the conditions of the underprivileged groups. The school children of East Chicago are better for her services and the citizens may be proud of her unselfish record.



MRS. JAMES F. McQUAID
Member, Board of Education,
East Chicago, Indiana.

Educational History in American Cities

JOHN J. ALLEN, JR.
President, Board of Education,
Oakland, California

At the age of 34, John J. Allen, Jr., is serving his twelfth year as a member of the Oakland board of education and his fourth consecutive term as president. He is also president of the Association of School Trustees and Directors of Northern California and a state director of the School Trustees Association of California.

Just nine months after his admission to the bar of California, Mr. Allen entered upon his duties of school director with the vigor of youth, but aware of his inexperience. Conscientiously he studied his new responsibilities, determined not to allow youthful enthusiasm to lead him into hasty and compromising judgments.

From 1924 until 1929 he served as chairman of the board's building-program committee, which administered the spending of \$10,000,000 for new buildings.

As president, if he did nothing else, two accomplishments would be sufficient to stamp his administration as something close to ideal. He has maintained absolute harmony among his board members, and he has kept the city's school system free from domination or hindrance by private interests or organized political groups in the community.

His chief attributes as a school director are that he represents no faction or private interest and that he has no preconceived notions about school administration. With no ax to grind and no crusade to push, he is free to consider each issue upon its own merit and to act solely in the interests of school children.

These attributes have marked his entire career as a school director and have been largely responsible for recognition of his service by educational leaders and organizations throughout the state. He has given considerable time to state-wide educational service at the expense of his private law practice. Of his work in Oakland, no matter is too small for his personal attention.

Mr. Allen received his early education in the public schools in which he now serves. He was graduated from the University of California

in 1920, and in 1922 was granted a J.D. degree by the same university.

RAYMOND S. WILLIAMS
President, Board of School Commissioners,
Baltimore, Maryland

Mr. Williams is a native of Baltimore. After being educated in the elementary schools of Baltimore and a private preparatory school, he entered Princeton University being graduated with an A.B. degree in 1904. His legal education was obtained at the University of Maryland where he received the degree of LL.B. in 1907, and during the same year he was admitted to the Maryland Bar.

From 1907 to 1911 he was assistant state's attorney, and from 1911 to 1912 deputy state's attorney of Baltimore. For several years he acted as special counsel for the Public Service Commission of Maryland. He is a member of the law firm of Hershey, Donaldson, Williams, and Stanley, which is one of the leading legal firms in Baltimore.

Mr. Williams was appointed president of the school board on March 1, 1932. Since that time he has shown unusual ability in guiding the policies of the board during a period of severe



MR. RAYMOND S. WILLIAMS
President, Board of School Commissioners,
Baltimore, Maryland.

financial retrenchment. One of the outstanding achievements during Mr. Williams' term was the appointment, in April, 1933, of a Citizens' Advisory Committee composed of 75 representative men and women. This committee was requested by the school board to make a study of the school system of Baltimore, and, in particular, report on the quality of the administration, the amount of money being expended for school purposes, and the possibility of further economy. The Citizens' Advisory Committee, after a thorough study of the school situation, reported most favorably concerning the management of the schools and the economy which had been practiced. The committee was unable to point out in any way where further savings of money could be made.

President Williams is possessed of the judicial temperament, and he shows this characteristic in the manner in which he presides over the deliberations of the school board.

EUGENE J. ORSENIGO
President, Board of Education,
Mount Vernon, New York

Mr. E. J. Orsenigo is now serving his second term as president of the board of education of Mount Vernon, New York, and his seventh year as a member of the board. He is one of



MR. EUGENE J. ORSENIGO
President, Board of Education,
Mount Vernon, New York.

Mount Vernon's most valuable citizens, who finds time from his duties as a busy New York business man to give real service to make Mount Vernon a better city in which to live.

For several years he has been president of the Chamber of Commerce, and he has also served as president of the Italian Civic Association. The Italian people constitute one of the largest citizen groups in Mount Vernon. He has also been closely identified with all the better civic movements in Mount Vernon.

As president of the Chamber of Commerce and a member of the reorganization committee of the Mount Vernon Trust Company, one of the largest banks in this section, he performed, as chairman of a citizens' committee, a great service in bringing about the adoption of a reorganization plan which made possible the reopening of the bank.

During his membership on the board, Mr. Orsenigo has been a member of the building committee and, for several years, its chairman. Under his chairmanship a \$3,000,000 building program was planned and carried out. The buildings erected are a great credit to the city both in architectural appearance and in interior appointments.

Mr. Orsenigo, together with other members of the board, has stood for keeping up the standards in the schools. As a result, no regular teacher has been discharged from school during this period of storm and stress, and no essential service has been curtailed. The board has, of course, made many constructive economies, but in making such economies has had at all times the interests of the boys and girls at heart, knowing that it is the falsest kind of economy to curtail education to such an extent that it will injure the preparation of boys and girls for future citizenship.



MR. JOHN J. ALLEN, JR.
President, Board of Education,
Oakland, California.

New Doctrine for Monroe—II

By Brooke W. Hills

MR. HAMILTON REVERTS TO FIRST PRINCIPLES

Several years before the events which we have just narrated, the coach of an eastern football team stopped the practice one September afternoon, and approaching a very-much-out-of-breath Smith B. Hamilton, pointed a stubby forefinger at him and inquired:

"Young fellow, you're playing quarterback on this team, aren't you? Now, I'm asking you something; what does a good quarterback do about getting the breaks?"

And when the answer came, "He waits for them and grabs them when they come," the grizzled veteran of many a campaign replied,

"No, he don't! He *makes* 'em for his team! Now you try to remember that for a little while."

Which Mr. Hamilton diligently proceeded to do thereafter, and kept on doing in other fields until a number of years later on, a certain very eminent Commissioner of Education alluded to him as an "opportunist." The idea is more or less the same. Consequently, it is not at all surprising that in this particular game in which Mr. Hamilton was now engaged, that of winning for himself the superintendency of the Monroe Public Schools in this unexpected competition with the rival Bleston, inevitably his mind slipped back to the advice of former years,

"Don't wait for the breaks; go, make them for yourself."

To which he added his fixed belief in his own lucky star.

Hamilton was still turning this over in his mind an hour later when Burnham, returning home, rattled the key in his front door and stepped into his study to greet his waiting visitor.

The retiring superintendent of Monroe was in a very much disgusted mood. This was perfectly evident in the quick and succinct story he told of Bleston's movements.

"Why, sure; I know a good deal about him," he replied in answer to Hamilton's guarded question. "That's what makes me so sore, and that's why I asked you to come here before you go back to your own town. I've done my best for this place, and I hate like sin to step out and see this fellow in my job. He's incompetent, but he's pretty smart, at that. It's been a tough proposition to pull the schools along as far as I have; now that I'm quitting, I don't want to see them go to pot. I think you are foolish to come here; but, my heavens! since it's come to a showdown between you and him, I'll do anything I can for you.

FRANKLY, your chances don't look so good. You've got three votes you can count on. The three newcomers on the Board will vote for Bleston just out of their dislike for your three. They'll do this sure, unless you can hit on something to win them over. But it's Benkert who's the off-ox, and his vote will decide the issue. He doesn't like Bleston particularly well; he knew him in college. He doesn't want to vote for him; he wants you. However, this afternoon Bleston flashed a fraternity badge on him, and reminded him of their pledge always to stand by each other. Before they were through they'd reached an agreement that Bleston would have this one vote until he was entirely out of the race. Sounds foolish, this fraternity stuff between two grown men, but you don't know Benkert the way I do. He's awfully strong for the 'good old days back on the hill,' and any 'brother' of his can pretty nearly get away with murder and still keep his loyalty. The thing you've got to do is to get Bleston out of the race; then you'll be pretty sure to pull through.

"It won't do you a bit of good to go around and try to expose him. While I've seen better Boards, this crowd is really a mighty decent bunch. Bleston should be shown up, but you won't be able to do it by talking behind his back. They'd size you up for a poor sport, and then you're through completely. No, you've got to look for a break somewhere, and you've got to do it quick. They've postponed the election for a few days, although it's definitely narrowed down to you two. Better get busy instanter. I'm sorry, old man, I can't suggest a way out."

Breaks! There was the same word again. And as Smith B. Hamilton trudged up the hill to the late train home, and later on as he tiptoed up his own stairs to avoid waking his wife, there kept going through his mind,

"Don't wait for the breaks! A good man makes them for himself."

The first adventure of Mr. Hamilton in applying for the superintendency at Monroe was published in the October issue of the JOURNAL. The story will be continued in December. — Editor.

MR. HAMILTON GOES INTO A HUDDLE

The morning of the day following the caucus of the Monroe Board of Education found Smith B. Hamilton in anything but an amiable frame of mind. He was tired and his head ached. He was late for the good breakfast which his solicitous wife had prepared; when he raced down the cellar stairs to fix the furnace for the day, he found the fire had gone out. Mr. Hamilton did the same thing as soon as he had chopped up some kindling and got the steam going again.

To add to the daily grist he found Mr. Bill Dobson waiting for him in his office. Usually Bill was a welcome visitor as we have already stated, but this morning Mr. Hamilton looked at him with a glassy stare. Mr. Dobson, however, seemed to be more perturbed in mind at the news of the preceding evening's exercises at Monroe than at the very evident chill of his reception.

"See here, Smith B.," said he; "I thought I was doing you a favor in advising you to go after Burnham's job, but I've changed my mind. He told me over the telephone this morning all about last night, and says the situation is pretty bad. Urged me to try to get you to call it off. Said it was a shame for you to leave a good job to get mixed up in that hornet's nest."

Here Mr. Dobson stopped, partly to catch his breath, partly to mop his forehead. Then, noting that the beneficiary of his information continued to gaze at him with an unmoved expression, he tried again.

"All right, Smith, now listen to this if you don't believe Burnham. I was talking to Brown over at Lyons yesterday afternoon. You know him, of course, and you know he is one smart man. I was kidding him a little and asked him why he didn't go after the job himself, and what did he think of Monroe for you.

"Bill, I'll tell you what I think of Monroe for anyone, and what I'd do if I tried to land there, myself. I'd try to get the Board interested in me, and after that I'd tell them I'd consider the job on three conditions.

"The first condition would be this: They would have to start me at a big increase over what Burnham's now getting. Well, most likely they'd have a fit, but I'd stand my ground and I guess I could probably talk them into it. Then, I'd state my second condition, that I should be given full authority to handle the schools as I might think best. My, what an awful powwow there would be at this request! But I'd stick to it, and finally they'd agree; then, I'd name the third condition — a three-year, ironclad contract. Pretty thoroughly stunned by the first two demands, they'd be in no condition to refuse the last; the chances are they'd agree in order to get the bad news over with."

Mr. Dobson paused in his narrative to let Mr. Hamilton digest these suggested preliminaries to an election at Monroe. Then, continuing,

"Brown said he'd finish his application in this way: As soon as the Board had acquiesced in his demands, which, when you stop to think, under the conditions are not entirely unreasonable, he would call them together and make this statement:

"Gentlemen, you've agreed to my first proposition, my second, and my third. But I've noticed the reluctance with which you have accepted my terms. Having thought the whole matter over more fully, I've decided I don't want the job, anyway!"

"And that," concluded Mr. Dobson with great solemnity, although there was a twinkle in his eye; "that's what Superintendent Brown thinks of the situation at Monroe. Smith, if I were you, I wouldn't be so doggoned stubborn. I'd drop out and let them sign up Bleston."

"And that," echoed Mr. Hamilton without a second's hesitation, "that is just exactly what I'm not going to do. I'm not going to take a licking. I want that job. See here, Bill, you got me started on this, and by George! you've got to show me how to finish it. I'm not going to worry any longer. It's up to you to tell me how it's possible for Bleston to be eliminated in any legitimate way. I won't do a darned thing that is not on the level, nor will I stand for anything that remotely resembles bamboozling that Board. If your mind doesn't work rapidly enough to come through with a sensible suggestion this minute, go away somewhere — anywhere — so long as it's outside this office. When you do get some glimmering of an idea that will work, call me up. Kindly get busy. Go 'way, and leave me alone; I have a headache."

With which remarks Mr. Hamilton waved his hand by way of farewell, and Mr. Dobson disappeared, an injured look on his face, and with several disapproving shakes of his head.

Later in the day Miss Ross, the office secretary, called Mr. Hamilton to the telephone. It was Bill Dobson again.

"Smith B., I've been at Monroe all the afternoon. I've been talking with Burnham, and I guess we've got things fixed up. Seriously, Bleston isn't the man for the job. You know that and so do I, and Burnham says the last and best thing he can do for those schools is to keep him out. I'm with you and I'm with him in thinking he should be headed off. Now, I've figured a way out of this scrape. You know darned well you can stand an investigation in your town, and you've got nothing to conceal. But the Lord help Bleston if the Board ever takes the trouble to check him up! So far it hasn't occurred to them to do this, they've been so busy squabbling among themselves. Burnham's told several of his Board members on both sides the fence that before electing a superintendent, they ought to send a committee to investigate you two fellows in your own towns. There's been so much talk around Monroe over this contest they've just got to show the town they know all about the man they select, especially since both you and Bleston are located at different ends of the state. Of course, Bleston isn't on the job any more, and there have been several changes since he left, but he's remembered, all right, all right. Burnham says the Monroe Board thinks his suggestion is mighty well made, and they'll be along to see you in a couple of days. Stick around your office and be on hand when they show up."

And with a deep-throated gurgle Mr. Dobson concluded,

"Farewell for the present, Mr. Smith B. Hamilton. To blazes with books for the next two days. I got some missionary work to do for you!"

As he turned away from the instrument, Hamilton was interrupted by the quiet voice of Miss Ross.

"Mr. Hamilton, what on earth are you trying to do, anyway? Are you really thinking of leaving this town?"

"I am," said her employer, very decidedly. "And if I get this new job will you be willing to make the change yourself, and go along with Mrs. Hamilton and me?"

"I have enjoyed my work here," said she, thoughtfully. "Do you think I'd find my position as interesting at Monroe?"

"Miss Ross," replied Hamilton, "from all that I can gather, I don't believe you will be very greatly bored at any time in that town."

"All right, I'll go," she answered.

On his way home that afternoon Mr. Hamilton stopped one of his senior boys:

"Young man," said he, "I want to suggest one lesson I hope you will learn and carry with you through life. There's a somewhat slangy phrase I've heard somewhere or other to the effect that a man who wants to win doesn't wait for the breaks; he goes out and makes them for himself. You know why I am thus admonishing you, of course?"

"Of course I do, Mr. Hamilton," replied the astonished youth.

"I am intensely gratified to perceive your quickness of perception," gravely observed Mr. Hamilton, and went on his way.

But as he gazed after the departing inquisitor the troubled young man remarked to himself,

"Sure, I know what a break is. But why'd you say that to me? Gosh, I wonder what you're driving at. I haven't done anything."

Mr. Hamilton, however, knew exactly what he meant by his interrogation. This was his way of expressing his satisfaction at the turn of events. His headache had disappeared; there was still sun on the wall, he reflected, as he considered the old Spanish proverb. It appeared to him that Bill Dobson's visit was in a fair way of being converted into the break he sought for himself. And his wife was glad to hear the family whistle across the lawn — not once, but twice — the signal she knew meant the world as all right.

SOME RESULTS OF MR. DOBSON'S HEAVY THINKING

Before this we have commented on several of the characteristics of Mr. Bill Dobson. One which we may not have mentioned was the great alacrity with which he was wont to spring into action, and the thorough enjoyment he derived from the results of his fertile ingenuity. Although we cannot speak with absolute authority, we think we are correct in saying that he was the person who was responsible for a sudden change in policy in a certain school system in his own state.

Without digressing too far, it may be well to recall a circumstance which bears every evidence of his handiwork. There came one day into an old, established high school, a very modern young man, who, with many other newfangled ideas of efficiency, set up with his masterpieces a sign at the entrance to the building:

*"Book Men, Attention!
Call Fridays Only
After Three O'clock."*

From those members of the craft who were thus singled out by this direction there arose a loud and universal yowl of disgust. What was the big idea? They had been calling in this town many years, most

of them. So far as they knew, they had conducted themselves with due regard for the dignity of the principal, and here they were, shoved off to the tag end of the week. The worst possible time, when everyone knows the teachers are in a hurry to call it a week and go home.

Into this emergency, we believe, although we repeat we cannot speak positively, it was Mr. Dobson who hurled his not inconsiderable bulk. For several days there was a good deal of telephoning going on around the state, with the result that the following Friday afternoon, promptly at three o'clock, no less than thirty-four bookmen arrived simultaneously at this high school, demanded an audience — and got it. As fast as one left the office another bobbed in. They took turns spelling each other in their vigil. Supper time came and went, and so did the individual bookmen — but not the principal. He was altogether too busy taking care of his callers. At eleven o'clock or later the last bowed himself out. And the next day the janitor found the new sign lying out in the back yard, where an exhausted efficiency expert had slung it the night before. Thereafter old policies obtained. Bookdom had triumphed — and another star appeared in Mr. Dobson's crown.

From this and sundry other bits of history, it may readily be gathered that Smith B. Hamilton had every reason to feel decidedly hopeful for his chances at Monroe when he found this redoubtable ally definitely lined up with him. To use a rather unpedagogical term, the present situation was one which appeared to be made to order for the wily Bill to handle. We might go so far as to say it was just the nuts for him.

Yet as three, and then four days passed, without any signs of the visiting committee, Mr. Hamilton began to grow a little anxious. He had been advised to do nothing more, to let Bill and nature take their course. And then, while he was worrying, came the fifth day and a telephone call from a vastly delighted Mr. Dobson.

"They're here in town, and so am I, and they've just asked the ticket agent the way to the school. They're figuring on stopping off at several places to inquire about you."

Five minutes later came another message.

"They've just stopped in at the Main Street drug store and asked the proprietor what kind of a man you are. He told them he used to be on the Board himself, and gave you a mighty good send-off. I heard him, because I dropped in and bought a cigar while they were there."

He had hardly hung up the receiver when the indignant Miss Ross called him to the telephone again. This time it was the voice of the Mayor.

"Mr. Hamilton, a delegation from the Monroe Board of Education has been in my office inquiring about you. I spoke well of you, of course, but I certainly hope you are not thinking of leaving here."

"What kind of a game is this, anyway?" broke in Miss Ross. "I never saw anything like it before in my life."

"Neither did I," replied the astonished Mr. Hamilton. "Nor did I ever see anyone like Bill Dobson before in my life."

"A fine lot of friends you've got!" And back she went to announce that the President of the Parent-Teacher Association wanted to speak to him right away.

The next half hour was punctuated at fairly regular intervals by telephone calls from other prominent residents, all referring to unexpected calls from the visiting committee, and all expressing their surprise and regret that Mr. Hamilton was considering leaving town.

Towards noon, as he glanced out the window for the fiftieth time, appeared the five visitors, headed by Benkert himself. Hamilton stiffened for the final ordeal. The tread of steps in the hall, the cool voice of Miss Ross, "Yes, this is the office; won't you come in?" A little unsteadily he rose from his desk, and with hand outstretched in welcome, walked over to learn their verdict. "If I don't get this position. . . . It's all over town. . . . What will people say?" . . . turning and twisting in his tired mind . . . and then,

"Congratulations, Mr. Hamilton!" said a smiling Benkert. "The committee will recommend you unanimously. We want you to come over to Monroe tonight to meet with the rest of the Board, and settle the details of your election."

"That's right!" ejaculated another member. "Didn't take us long to decide this morning. Every single person we went to about you says you are all right; gilt-edged references, too, I call them," with a wise nod of his head.

"Mighty lucky we listened to Burnham's suggestion," observed another. "I was pretty well impressed with the other fellow, I'll admit, and thought I'd vote for him. But I changed my mind in a hurry yesterday afternoon when we went over to the town where Bleston used to be superintendent. We struck it lucky. When we got into the office to ask about him, we found they were having a meeting of the President of their Board and the District Inspector of Schools and a couple of other important people. What a fortunate coincidence! Just

the folks we wanted to see. And what they told us!" He waved his hands with sundry other remarks that had to do with lack of discipline, lack of organization, lack of co-operation, lack of supervision, and numerous other lacks which he had managed to remember from the recital the previous afternoon.

The dumbfounded Mr. Hamilton, amazed beyond expression at this last evidence of the workings of the Machiavellian Mr. Dobson, pulled himself together.

"Thank you for your confidence, gentlemen," he replied. "I shall be very glad to meet with you tonight at Monroe."

But as the thoroughly satisfied committee stepped into a taxi and were whirled away toward the station, it was a quiet-spoken Mr. Benkert who lingered just for a moment.

"Mr. Hamilton," said he, with a humorous gleam in his keen eyes. "Mr. Hamilton, I've been a professional man altogether too long to take much stock in yesterday afternoon's coincidence. I'm telling you, privately, that I didn't then and don't now consider the presence of those people in Mr. Bleston's office as any coincidence. I want you to know that. But I want you to know, also, that I'm satisfied; I'm glad to be saved from a situation I didn't relish. And privately, again, as man to man I want you to know I'm for you and I shall gladly vote for you."

And with this he disappeared after the others.

Mr. Hamilton looked after him for a long moment. To a man with his fixed professional standards, impractical and unbusinesslike as they were—or so he had once been told by a hard-boiled tycoon—the situation as it had been developed troubled him not a little. He didn't want to be unfair, either to the Monroe Board or to Bleston. Later on in the day, while he was still turning the matter over in his mind, there came a call from Superintendent Burnham.

"Congratulations, Hamilton," said the far-away voice. "You're in. The committee has just left the office, and they've told me you are coming over tonight for the contract. I'll tell you frankly it's about the first time the Board has had a unanimous vote as far back as I can recall. There will still be the same line-up among them, but you may be able to hold them together on most things, particularly on account of this election."

And to Hamilton's hesitant question he promptly replied,

"There was nothing wrong there, whatever. You know as well as I that Bleston should not have been elected. The difficulty lay in making it possible for the Board to find this out for themselves. They came, they saw, they worked through perfectly legitimate channels, and they reached their own decision. Forget it!"

Mr. Hamilton did. And so, in the early evening of that gorgeous spring day, he drove into Monroe, light of heart, happy that he had gone through a contest of the most severe character, happy that he had won out, not through political chicanery, but solely on his record. A record he had worked hard to earn, a record that had put him across. A decent way to win. He smiled to himself as he parked the car, recalling the remark his wife had made just before he left home. He had told her hastily, as he was dressing, the high points of the day, dwelling especially on the part Bill Dobson had played.

"What do you think I should say to him the next time I see him?"

"I wouldn't say it," was her prompt reply.

"And that," thought Mr. Hamilton, "is the best thing I might do."

Having reached this very satisfactory conclusion, satisfactory only because he decided that thinking any more about Bill Dobson was a futile proposition, he strode across the pavement and entered the Board room.

OLD WINE, NEW BOTTLES, AND OTHER THINGS

There was the usual curious crowd at the meeting, curious to see the new man who was to take up the reins, for word had already spread through the town that the Board was ready to elect. There was the inevitable President of the local Taxpayers' League, anxious to learn where Hamilton stood on the subject of pay-cuts, and, incidentally, more and bigger pay-cuts. There was the long-haired, hatchet-faced Chairman of the Citizens' Town Betterment Committee, ready to slap him on the back, ready to tell him that "he had already made a good many friends in Monroe," and equally ready, as Hamilton well knew, to turn against him the first moment some ax was denied grinding. Then, too, there was the editor of the local paper, smiling and bobbing around, solicitous as to "How do you think you'll like Monroe?" and "Let's have a good photograph of yourself for our next front page," and most ready to acquaint him with the inside difficulties of the place on the "between you and me" plan.

Mr. Hamilton recognized all these and others as inevitable, just as he recognized sundry other characters closer to the scheme of things

as equally inevitable. He recognized the short, fat man with a half-smoked cigar between his fingers, pointed out by Burnham as the trouble-making teacher in the system, already on hand to get a first glimpse of his new adversary, trying to get the ear of a courteous but impatient Benkert who waved him aside. And, too, he recognized the inevitable shirt-sleeved janitor—dolled up for the occasion with a celluloid collar, pushing more chairs into the room amid the good-natured railery of the hangers-on—a frowsy individual, who glanced at him with a speculative eye.

The inevitable group, as any seasoned campaigner in schoolwork well knows. Inevitable, as long as humans have curiosity, as long as humans have their own desires, selfish or otherwise, to attain. Inevitable, as long as our democratic scheme of American public school persists. Inevitable, too, as our school boards represent, as they should, a fair cross section of our society. And as inevitable, Hamilton mused, as the ripples on the surface of the deep waters below. Inevitably wrong, inevitably right, dependent entirely on your own viewpoint.

Followed the formality of the election, the motion made and passed, the contract already signed and ready for him to execute. The usual handshakings, the usual congratulatory remarks, his own laconic "Thank you; I'll do the best I can." The usual "I'll be seeing you." And the usual, but very privately mentioned reflection of the retiring Burnham, "I wonder if I am making a mistake in leaving?"

As Hamilton again crossed the street and looked back once more toward the building, the lights that were dying out as the night janitor made his rounds, there came to his mind his similar departure of but a few days before, similar as to time but utterly dissimilar in every other respect.

"Bleston, you looked for a fight. You got it. I'm sorry for you, I swear I am. I can't help it. . . . It must be pretty tough when so many have it in for you. . . . I may find it tough going, myself. . . . I hope I shall never see you or hear of you again. . . . I beat you, but I can't see where I was unfair."

He need not have worried further about Bleston. That night was the last of his adversary. Where he went, what he did, what ever became of him, we do not know. He faded out, and school circles knew him no longer.

As Hamilton bent over his instrument board to pull out the choke, came through the darkness from across the street a sound of several voices, a short laugh, and then:

"Oh, well, he won't last. He's too much a la-di-da. I'll have his number before the year's up. Burnham quit and so will this new fellow. He isn't going to lord it over me. If he knows what's healthy for him, he won't try to pull any of this supervision stuff in my room."

And the answer drifted back to Hamilton as he straightened up:

"You tell 'em, Tyrone. We're with you, up to the neck."

"And this," observed Mr. Hamilton to himself, "looks like the beginning of a very pleasant year. 'La-di-da?' I've been called worse names; wonder if I am?"

The engine turned over, he pushed in the clutch, and was gone.

MOSTLY FOR SCHOOL BOARDS

If Smith B. Hamilton had been a little doubtful as to the reception with which the news of his election at Monroe might be received in his own town, whether the Board would regret his leaving, or whether they would consider his proposed course with the same taken-for-granted attitude that had troubled him so much in the past—these doubts were promptly removed almost before he left home the next morning for school.

"What's all this I see in the morning paper, Mr. Hamilton?" came the peremptory voice of his own Board President. "I'm down at school and I want to see you right away."

"Well," thought Hamilton, "I like him, but I don't care much what he says."

But he did care what might be said to him, and he cared the more as he walked past the familiar scenes which he had passed so many times before. There seemed to be a peculiar look, a disappointed look on the faces of the high-school students as he bade them good-morning. More of them seemed to be waiting in front of the school than was usual; there was a constrained manner, so he thought, in their greetings. Evidently the news of the night before had traveled fast; even the children knew it. He wondered if they thought he had gone back on them in this business of leaving. This idea hurt him. Never before had he turned his back on them, he mused.

He found the Board executive in his office, just as expected. No time was wasted in preliminaries.

"Mr. Hamilton, we don't want you to leave. I can't see what you are thinking of in making any change. If you know the Monroe situ-

ation as it has been represented to me, then your own common sense should lead you to abandon this foolish idea. One of my business associates lives right in that town, and he has told me time and again that it's about the worst place a man could get into. 'Impossible; absolutely impossible.' What on earth possesses you to think of going there?"

Into Hamilton's mind flashed a phrase he had heard somewhere or other, a phrase that to him just about summed up his own wishes. He was determined to leave. Nothing that might be said to him would alter his decision. To those Board members at Monroe, friendly or unfriendly, he had given his word. He had signed their contract. His word was as good as his bond. He was tired of the whole business. He didn't want to argue. What was the use of bothering or being bothered any more? And so he looked up at his inquisitor, "Now dismiss thy servant, O Lord, in peace."

The phrase was uttered with a smile, but it was a reflection of his own feelings, his own definite reaction, as truly expressed as anything else he might have said. To be done with it all, to have it over with, to get away. . . .

"Mr. Hamilton," said his visitor with some heat, "you have not answered my question. You have yet to tell me why you are leaving. Surely it is not the salary. You cannot complain of your treatment. You know you have done well. You know I have stood squarely behind you in all your years here. Seldom, if ever, have I or any member of the Board come to you with a complaint concerning your administration."

Something took fire and burst out involuntarily from Hamilton's lips. "What you say is absolutely true. It is a fact you have seldom found fault. Your friendship and that of the other members is something I have always valued highly. I respect you and your judgment. I am not unappreciative of the salary increases I have received, nor of the considerate treatment you and the Board have always given me. But, I do want to ask you one question: When have you ever said one encouraging word to me? Don't you know I have often been discouraged? Don't you realize that I am only human — that one word, just one little word of commendation, would often have meant more to me than the perfunctory issuance of a taken-for-granted new contract? It's too late! I'm going. Thank you for everything. I'll promise you I shall leave the schools in the best shape I possibly can for my successor. Please say nothing more. The decision is final."

And it was. There was nothing more to be said.

So it was that Mr. Hamilton gave notice of his resignation, a decision largely brought about by matters that were not of his own making.

And now to you, Mr. Board Member, we'd like to stop long enough to make one or two suggestions, impractical and unbusinesslike as they may seem to your own practical and businesslike mind. If your own superintendent and your teachers are doing a decent job, tell them so once in a while. It will mean a lot to them. You may think you are able to say it with contracts, but contracts aren't everything.

Here's this teacher of yours, highly trained, idealistic, fired with the ambition to make her classroom more than a factory. Have you ever thought she might like to have you accept her invitation to drop in some time for a few minutes to see the exhibit which she and her boys and girls have worked on, have enjoyed making together, have displayed with a hope that at least a few people will be interested in seeing and enjoying? Just a little discouraging after a while, isn't it? How long would your own enthusiasm keep its edge under similar conditions? Put yourself in her place for a moment, Old Fellow!

Too, here's this Board meeting you've just held, where, in a fine burst of loyal recollection you have named a building after the man who spent the better part of his life there. Better late than never, probably; but it's too late for him to know anything about it. Don't you suppose he would have appreciated this recognition some time during those last few months before he reached his threescore years and ten? Of course he would! Again we say, put yourself in his place for a little while; wouldn't you appreciate this, yourself, mere gesture though it be? Why, you know yourself that some railroads go to all the trouble of painting the name of the engineer on the sides of the cab of the locomotive he has driven many years! Do you suppose teachers are any less human than engineers, than other people, *than yourself*? They aren't; and possibly they are a good deal more human than many people. They are this — if they are real teachers.

Yes, Mr. Board Member. Next time consider your own words: "Don't save all the flowers for the funeral; send a few while they can be personally enjoyed!"

So Smith B. Hamilton set his face toward Monroe, toward the beginning all over again, toward the known — and toward the unknown, that unknown which he suspected, but thus far knew only in part. The "La-di-da" Mr. Hamilton.

Are Fire-Insurance Rates on Public-School Property Excessive?

H. H. Linn, Pb.D., Business Manager, Public Schools, Muskegon, Michigan

In general, are fire-insurance rates on public-school property excessive? The writer shares the opinion held by many other public-school officials that the answer is very decidedly — yes. The opinion is not a purely subjective one based on prejudice or personal experience. There is sufficient objective evidence available at the present time to lend support to the demand for generous reductions in basic fire-insurance rates on public-school property, and particularly for the class of so-called fire-resistive school buildings.

Those who are interested in securing data and facts regarding city school fire-insurance rates, costs, and losses, should read Bulletin No. 2, *Insurance Practices and Experience of City School Districts*,¹ which was prepared by the Committee on Insurance Research, of the National Association of Public-School Business Officials, and reported in 1932. This is one of the outstanding reports of this particular association, and if used to advantage by city school officials throughout the country, should lead the way toward a very definite reduction in city school fire-insurance rates. Briefly, this bulletin contains data with respect to the valuation of

school properties as of 1931, the amount and percentage of fire-insurance coverage, the amount of premiums paid during the ten-year period 1921-1930, and the fire losses paid during the same ten-year period, in 380 cities in the United States and Canada. Of these 380 cities, 345 were in the United States and 35 in Canada. These figures do not include 49 city districts operating under local self-insurance plans or those districts located in seven states having state self-insurance. To those who may ask if definite conclusions may be drawn from a survey covering only 380 cities, it may be stated that these cities represent a population aggregating 18,866,010, or approximately 16 per cent of the total population. The number of buildings included in the report aggregate 10,096 with a valuation of \$1,054,333,711. The value of the buildings represented by the 345 cities reported from the United States was approximately 23 per cent of the total value of all public-school buildings in this country. This survey, therefore, represents a cross section of sufficient magnitude to warrant the drawing of rather definite conclusions, in spite of the contrary arguments advanced by stock-insurance officers who question the validity of these conclusions.

High Rates for Fire-Resistive Schools

Separate figures were gathered for fire-resistive buildings as a class and for school buildings of ordinary construction. In brief, this survey revealed that in the 380 cities there were 2,789 fire-resistive buildings in 1931 valued at \$486,220,985. They carried on an aggregate fire-insurance coverage of \$296,230,594, or 60 per cent of their value. During the ten-year period 1921-1930, fire-insurance premiums amounting to \$4,550,608 had been paid on the fire-resistive buildings in these cities, and only \$398,596 had been paid on fire losses on this class of building during the same period. In other words, in these particular cities during this ten-year period, only 8.76 cents were received by the districts for fire losses on their fire-resistive buildings as compared with each dollar paid in premiums. While it must be conceded that with premiums paid in advance and with a probable annual increase in the value of this class of building during successive years of the ten-year period in question, the above figures do not show the exact true ratio between losses and premiums, nevertheless, the very wide spread does indicate very definitely that fire-resistive school buildings in cities have been carrying insurance rates much

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higher than can be justified. School officials may well ask insurance companies why their fire-resistive school buildings shall pay rates approximately eleven times the fire losses on this class of building, when the combined figures for all the stock insurance companies doing business in the United States, show that for all classes of fire risks, they receive in premiums only approximately 2 times the amount they pay out in fire losses on all their risks. If the insurance companies can continue in business and meet their overhead expenses and make a reasonable profit out of the 50 per cent of their premiums which they receive on all classes of risks, they certainly cannot justify rates for fire-resistive buildings that permit them to retain over 90 per cent of the premiums for these overhead and profit items. In other words, it may be concluded, on the basis of this extensive survey of insurance practices and experience of city school districts, that the fire-insurance rates on fire-resistive school buildings have been, and are, decidedly excessive.

Rates for Non-Fire-Resistive Buildings

This same survey produced figures to show that in these same 380 cities there were 6,495 school buildings of ordinary construction in 1931 with a valuation of \$372,758,716, with an aggregate fire-insurance coverage of \$238,704,497, or 64 per cent of their value. During the ten-year period 1921-1930, fire-insurance premiums amounting to \$6,301,163 were paid on this class of structure, while during the same period the districts received \$2,610,795 as fire losses on this class of school building. Thus losses paid amounted to 41.4 per cent of the premiums paid. On the basis of these figures one may judge that the insurance companies keep 58.6 cents out of each dollar of premium on this class of risk to meet their overhead and profit items, as compared to the average of approximately 50 cents which they keep out of each premium dollar for all combined risks they carry. Assuming for the moment that such a 50-cent cost item is necessary and justified in order to carry on the insurance business. The insurance rates on school buildings of ordinary construction in our city districts are too high, although the spread is much less than with the fire-resistive class of school structure.

The facts brought out in this survey are well known to national fire-insurance underwriters, and pressure has been brought to bear against them by school business officials through the National Association of Public-School Business Officials toward the direction of lower rates. The insurance officials have indicated that they will study this matter and co-operate with the school officials in arriving at a more equitable solution of the problem. However, their lukewarm co-operation is not going to bring the rates down to a reasonable point in the immediate future unless school officials in general show in a very direct way that they will no longer remain apathetic to this particular problem. There are several ways out for them.

Local Self-Insurance

Many cities have been successful with their local self-insurance plans. The insurance survey we have been discussing points out 49 cities that have been carrying their own fire risks, with a total of 4,556 buildings valued at \$1,274,729,897. The aggregate fire losses for the ten-year period 1921-1930 totaled \$1,415,352, or only .011 per cent of the 1931 valuations. Had these cities paid premiums on the same basis as the 380 cities previously mentioned, they would have paid out more than \$18,000,000 in premiums during the ten-year period. Self-insurance has certain risks that small districts cannot afford to take, but the larger cities may well consider the self-insurance plan if insur-

ance rates remain at their present unreasonable point.

State Self-Insurance

State insurance for public buildings has proved successful in a number of cases and is one means of escaping excessive premium costs. Alabama, Florida, Michigan, North Dakota, South Carolina, Vermont, and Wisconsin have established self-insurance plans, although public-school buildings are not included in all the states. The Wisconsin state self-insurance plan may be briefly cited as one successful example.² A state fire-insurance fund was created in this state in 1903 for the purpose of insuring all state property to the amount of 90 per cent of its value, at a rate of only 60 per cent of the rate charged by stock companies. In 1911 and 1913 the statutes were amended to include county, city, village, town, school district, and library property under the same terms, except that the amount of insurance desired was left optional with the controlling board. On December 31, 1931, this state fund had insurance in force aggregating \$123,045,131.08, protecting property in 177 school districts in addition to other classes of public property.

It is estimated that the Wisconsin state insurance fund saved the taxpayers of that state the sum of \$4,072,506.67 between 1903 and December 31, 1931. Of this amount, \$1,276,368.20 represented savings from reduced premiums. During the period in question, the premiums actually paid to the state fund aggregated \$3,246,310.66 as compared with a total of \$4,522,678.86 that would have been paid to stock companies had the fund not been in existence. In addition to this saving in premiums, the fund surplus had grown to \$2,796,138.47, as of December 31, 1931. The total expense in connection with the administration of the fund between 1903 and 1931 amounted to \$92,875.62, or an operating ratio of approximately 3 per cent. The loss ratio during this long period averaged only 28 per cent; and keep in mind that the premiums were only 60 per cent of those charged by private insurance companies.

A clearer financial picture of the Wisconsin state insurance fund may be obtained by studying the following recapitulation of receipts and disbursements between April 1, 1903, and December 31, 1931.

Receipts	
Premiums received	\$3,246,310.66
Interest	675,803.71
Return premiums on reinsurance	15,404.98
Profit on sale of assets	11,167.49
	\$3,948,686.84
Disbursements	
Losses paid	\$ 910,326.64
Expense	92,875.62
Reinsurance	143,340.12
Loss on sale of assets	6,005.99
	\$1,152,548.37
Assets of fund, December 31, 1931	2,796,138.47
	\$3,948,686.84

Public officials seeking for avenues of economy should not overlook the possibilities existing in the plan of state self-insurance. It is entirely consistent, for if the citizens of a state own public property, they certainly should be permitted and encouraged to safeguard that property at the lowest reasonable cost without being required to pay excessive overhead charges and profits to private commercial firms.

Mutual Insurance

There is still another way out for those who object to the present excessive costs of fire-insurance protection, but who cannot at present participate in a sound self-insurance program;

²Statistics quoted taken from the report, *State of Wisconsin Insurance Department, State Fire Fund*, H. J. Mortensen, Commissioner of Insurance for year ending December 31, 1931.

they may insure with *selected* mutual companies, which usually offer rates below the excessive ones charged by stock companies. Much unfavorable propaganda has been advanced against the proposal that public-property insurance should be placed with mutual companies, and it requires no stretch of the imagination to suspect that individuals and groups interested in private stock-insurance companies have taken an active part in disseminating this prejudiced information. Too many loose statements are made to the effect that mutual insurance affords a questionable protection because the risks carried by the companies are not widespread, and that those insuring with the mutuals may be called on to pay extra assessments if these companies cannot maintain a satisfactory financial condition otherwise. Such statements, however, are only partially true and apply largely to the smaller mutual companies operating within a limited local area. They should not carry much weight when certain *selected* mutual companies are considered. There are mutual insurance companies that rank above many stock companies in historical record, financial strength, and record for management. In 1930, of 2,471 mutual companies in business, 102 had been operating fifty years or longer; 53 companies were listed as having combined capital and surplus assets in excess of \$1,000,000, each one of which was given the highest rating for record of loss-paying and management; and 147 additional companies, while smaller and having fewer assets, were also given the highest rating for loss-paying and management.³

Furthermore, the bugaboo about the liability for special assessments should be openly questioned. A number of mutual fire-insurance companies write nonassessable policies that exempt members from contingent liability so this objection to the contingent-liability feature cannot be voiced against all mutual companies as a class. Many other mutual companies⁴ limit the contingent liability for any one year to one additional premium payment and the supposed hazards are therefore limited. And if one is inclined to worry about this potential hazard, he may obtain some mental relief from the statement of Mr. A. V. Gruhn, General Manager of the American Mutual Alliance, to the effect that *no mutual company with a surplus of \$200,000 or more has ever levied an assessment*. The writer does not hesitate to state that had he the sole authority for placing public-school fire-insurance business, he would give consideration to *selected* mutual companies with excellent ratings for financial strength, loss-paying, and management, and that write nonassessable policies, before he would consider the stock insurance companies that charge the higher premium rate.

An interesting illustration of what may be done to secure lower rates if the school officials assert their general dissatisfaction with the existing rate structure was reported by the business superintendent of schools in one of the larger mid-western cities during the convention of the National Association of Public-School Business Officials in New York City in August, 1934. When the financial budget for the operation of schools in this city was scrutinized, the item of some \$40,000 for insurance premiums on the school property was questioned as being excessive. Representatives from mutual companies proposed that they be given this business with a promise of lower rates. When serious attention was given this

³National Association of Public-School Business Officials Committee on Insurance Research (H. C. Roberts, Chairman), *Insurance Practices and Experience of City School Districts*, p. 149.

⁴Best's *Insurance Guide* (1930) lists 95 mutual fire-insurance companies that limit contingent liability to one additional premium; and 39 mutual companies that write nonassessable contracts.

The Place of the School Janitor in the Public-Relations Program

Ward G. Reeder, Ohio State University

Importance of the School Janitor

Contrary to the belief of a large percentage of the public and of many school officials and employees, the janitor is an important school employee. He is important because he provides services which are necessary to the efficiency of both the educational and the business administration of the school. This article will emphasize one of the most important, yet one of the most neglected, services of the school janitor; namely, his services as a public-relations agent. The janitor is one of the most important agents in the public-relations program of the school, because he comes in contact with numerous persons and he must be able to get along with people and to keep their confidence.

To perform efficiently his many duties, the janitor must have the requisite qualifications. Gone is the day when all that the janitor needed to know was how to wield a broom and to shovel coal; gone is the day when a "weak mind and a strong back" were ample qualifications for the janitor. Gradually, but not rapidly enough, the school janitorship is becoming professionalized. In succeeding paragraphs, the ways in which an efficient janitor assists in making the school more successful will be briefly discussed.

Housekeeping Standards

Just as the housewife sets the housekeeping standards for the home, so the janitor largely sets those standards for the school. If the janitor's ideals for cleanliness, orderliness, and neatness are low, the school premises are certain to reflect those low ideals; on the contrary, if the janitor's ideals for those matters are high they will be reflected in clean, orderly, and neat school premises.

An excellent janitor believes and practices that "cleanliness is next to Godliness"; any dirt or litter in, on, or around the building is a challenge to his pride. Equipment not in place disturbs his equanimity; pictures and window shades improperly hung almost cause him to walk in his sleep. Every day and in every way the excellent janitor tries to improve the housekeeping of his building; in fact, good housekeeping is almost a part of his religious responsibility.

These reactions of an excellent janitor to the housekeeping standards of his building are as they should be, because pupils and school employees unquestionably prefer to spend their time in clean, neat, and orderly surroundings than in the opposite sort of environment; and, if the effect of the better sort of environment could be measured, it would probably be found that pupils and employees are more efficient. Cleanliness, neatness, and orderliness would seem to be necessary if the morale and efficiency of pupils and employees are to be as they should be. The agricultural colleges have recently found through investigations that the proverbially dirty hogs do better in clean pens than in dirty pens; and pupils are far from being hogs.

Moreover, careless housekeeping habits on the part of the janitor are likely to be demoralizing to the development of good housekeeping habits on the part of children both in the school and in the home. With the proper guidance from their teachers, and with the proper example from the janitor, pupils will co-operate with the janitor in keeping the school building

spick-and-span; they are not vandals born and bred.

Not only do pupils and school employees prefer and profit from good housekeeping standards in and around the school building, but the community gains another favorable impression of the school from such standards; from poor housekeeping standards the community is bound to secure an unfavorable impression. More and more the school plant is being used as a community center, and the housekeeping standards of the school are therefore well known by a large percentage of the community. Moreover, every person in the community passes the school building almost daily and is favorably or unfavorably impressed by what he sees; if he sees the schoolyard covered or spotted with wastepaper, ashes, mud, weeds, or other litter—as frequently he will—the school thereby loses another opportunity to make a favorable impression.

Custodian of School Plant

Acting under the direction of the principal of the school, the janitor is the custodian of the school plant. As custodian he is the guardian of the school building, equipment, and site. In this capacity he protects all parts of the plant from injury and vandalism. He uses equipment which has cost hundreds or thousands of dollars; if he does not know how to use, or is careless in using, this equipment he may damage it irreparably and cause large loss to the school. Moreover, he sees that all doors and windows are locked when the building is not in use. Still more, he makes many minor repairs, and he reports to the principal other repairs that are needed, but which he is not qualified to make or does not have the time to make.

In passing, it is pertinent to remark that many schools and school systems have changed the official title of the janitor to "custodian." The latter title seems to attach greater dignity and importance to the position and is preferred by the holder of the position. Too often, per-

haps usually, to the general public and the school employees the title, "janitor," connotes a menial position, the holder of which only "builds fires and sweeps out"; perhaps a changing of the title of the position would be influential in changing this erroneous concept of the importance and the duties of the position. Perhaps, in spite of Shakespeare's saying, there is something in a name.

Health and Safety Standards

The janitor has a large responsibility for the health and safety of the occupants of the building; next to the principal he has a larger responsibility for these matters than any other school employee. He keeps the school building clean and sanitary, and removes all hazards to the health and safety of the occupants. He sees that the supply of drinking water is ample and pure, that the building is heated at the proper temperature during the school day, that the building is disinfected when necessary, that the ventilation is plentiful and free from dirt and dust, that the lavatories are kept clean and sanitary, that the sidewalks around the building and the fire escapes are cleared of snow and ice, and that the fire-fighting apparatus of the building is ready for immediate and effective use.

Economy of Supplies

The janitor is responsible for the care and use of the supplies for the operation of the school plant; among the larger items of operation supplies are fuel, electric current, water, and sweeping and cleaning compounds. In a large school building several thousand dollars' worth of such supplies are used annually, and in a building of only average size several hundred dollars' worth of supplies are used. In a large school building it would be easily possible for the janitor to waste supplies amounting to as much as his salary; whether the building is large or small, this opportunity for waste is always present.

Contacts of the Janitor

Few school employees have more personal contacts in the school and in the community than the janitor. These contacts make the janitor a very influential school-relations agent for good or for ill. The typical janitor has lived longer in the community than any other school employee, and therefore usually knows more people in the community than any other employee; this is particularly true of the janitor in the smaller community. Moreover, the janitor has a large portion of his contacts with persons not always reached by the superintendent, principal, teachers, and other school employees, and his influence with this group is very large. Around the school the janitor sees and hears much concerning the school, and he is in a position to say much; and quite frequently he does say much. What he says regarding the school will be accepted by a large percentage of the people as law and gospel, because these people have confidence in him and besides he is often their only source of information concerning the school.

Not only does the janitor have wide contacts with the people of the community, but he is also well known by the pupils of the school. Often he knows the boys of the school better than the principal and the teachers know them;



A CLASS IN THE JANITORS' SCHOOL,
LOS ANGELES, CALIFORNIA,
receiving instruction in economical and safe methods of cleaning windows. The Janitors' School in Los Angeles stresses proper public relations in all its instructional work.

the boys hobnob with him at school intermissions and take their most intimate problems to him for advice or solution. It is apparent, therefore, that the janitor is in a position to wield a large educational and moral influence. If he is ignorant or vicious, his influence is likely to be banal; but if he is intelligent and moral, his influence is apt to be wholesome.

It is apparent, therefore, that the janitor is an important school-relations agent. He would be an important agent even though he said nothing, because his work, his personal appearance, and his every action make favorable or unfavorable impressions upon the pupils, the school employees, and the general public; it is a truism that "actions speak louder than words."

But it is too much to expect that the janitor will be only a *silent* school-relations agent; it must be expected that he will discuss the school with his acquaintances, and that such discussion will be intelligent or unintelligent, beneficial or harmful. If the discussion is to be the most intelligent and beneficial, the principal, superintendent, and other school officials must take steps to keep the janitor intelligently informed, good-willed, and co-operative.

The Janitor's Personal Appearance

Observation shows that janitors who are careful about the cleanliness and neatness of their person are also likely to be careful about the condition of the school plant for which they are responsible; on the contrary, janitors who are solvently in their personal appearance are likely to be negligent in caring for school property. Cleanliness, neatness, and orderliness should begin with the individual, and the well-groomed janitor is certain to be rewarded for attention to such matters by the appreciation of school officials and employees and by the reaction of the pupils in their attempt to follow his example. While it may be true, as the old proverb says, that "fine clothes do not make a fine man," yet it cannot be gainsaid that these outward appearances are a big asset to the individual. Probably one of the chief explanations for school employees, pupils, and the general public not holding the position of school janitor in higher regard is the unkempt appearance of the typical janitor.

Suggestions on Personal Appearance

With soap and water as cheap as they are, a janitor can never be excused for being unclean any length of time. Of course, it is almost impossible for the janitor to keep clean at the time when he must handle coal and ashes and attend to the boilers, but there is no excuse for him to remain unclean. Furthermore, by keeping the boiler room and all tools clean, it is easier for the janitor to keep clean personally. When the janitor becomes unclean he should not appear in the presence of school employees and pupils until he has properly groomed himself again. Clean and pressed clothes, polished shoes, a clean body, combed and frequently trimmed hair, and daily shaving are not too much to expect of the janitor. When the janitor neglects such matters, the principal of the school should kindly and tactfully though firmly, call his attention to them.

Many school systems have deemed it advisable to prescribe a certain type of dress for the school janitors and to formulate rules and regulations governing various phases of the personal appearance of the janitors. Minneapolis, which unquestionably has one of the most efficient janitorial corps of any school system in the United States, not only prescribes a standard type of uniform but instructs the janitors on various phases of personal appearance.¹

¹For these instructions, see *Minneapolis Rules and Regulations for Janitorial-Engineering Service*, pp. 9-13.

Co-operating with the Janitor

Contrary to the theory and practice of many school officials and employees, the janitor is a human being and will give his best service and co-operation only when treated as a human being. This should go without saying; yet many school officials and employees try to drive, boss, or otherwise treat the janitor as they would a slave or a beast of burden. No janitor is so unintelligent and "thick-skinned" as to overlook unfriendly and brutal treatment; he will despise persons who treat him thus and is likely to make life as miserable for them as they do for him. In fact, the janitor often has sufficient influence with the board of education to cause school employees, who treat him unjustly, to lose their positions; even principals and superintendents, particularly in the smaller school systems, are not beyond his influence.

On the other hand, a janitor who is humanly treated is certain to have a greater interest in his work and in the school and is likely to become a booster for the school and for its officials and employees. Care should, therefore, be taken by school officials and employees to gain his confidence and to turn his efforts in the proper direction; this will, of course, make necessary a knowledge of human nature and will require the use of tact and common sense on the part of school officials and employees. Always he should be made to feel that he is a vital part of the school organization and that his work is appreciated by school officials and employees. A cheery greeting to him on every occasion and a "pat on the back" when he deserves it are among the acts which will pay dividends in warmer friendship and in co-operation on his part.

Making His Work Easier

The occupants of a building are in a position to make the work of the janitor easier or more difficult. Teachers are especially in that position because they have the pupils under their control, and because of their numbers the pupils are the chief factors in making the janitorial work easy or difficult.

If they are given the proper guidance by teachers, the pupils will co-operate with the janitor in keeping the building and site spick-and-span and in making the work of the janitor easier in every way. Without great effort on the part of their teachers the pupils may be taught the habits of cleaning their shoes before they enter the school building, of not throwing paper or other litter on the floor or the school site, of placing their books in their desks or lockers at the close of school each day, of turning up the seats of their desks at the close of school each day, of being economical in the use of all operation supplies, and of using all parts of the school plant in such manner that decorations and repairs will not be necessary.

Teachers may also co-operate with the janitor in not making unreasonable or unnecessary requests of him. Since the principal is—at least, he should be—the janitor's administrative superior, it is often best for teachers to make their requests for special janitorial services to the principal, who in turn will notify the janitor of the services needed; many schools and school systems require this procedure in their rules and regulations. If, however, the teacher treats the janitor as a human being, does not make too many requests, makes them in a reasonable manner, and shows that the granting of them is appreciated, the usual janitor will be more than willing to accommodate.

Democracy in Janitorial Administration

The opinions of the janitor should be secured in matters pertaining to his work, and he should always be encouraged to make suggestions looking toward the improvement of his work. For

example, he should be consulted concerning the type and the amount of supplies and equipment that he is to use, because the typical worker does not like to have his materials and tools foisted upon him; in brief, he should be encouraged to think and to plan. The janitor should be encouraged to grow, and no person can do that if all thinking and planning are done by another person.

Keeping the Janitor Informed

The janitor comes to his position with probably less qualifications for his work than any other school employee; in spite of this deficiency school officials are probably devoting less effort and attention to attempts to train the janitor in service than in the case of any other school employee; it would be a great boon to the efficiency of school-janitorial service if some of the spirit for the training of teachers in service could carry over to the training of janitors in service. The typical janitor probably does his work as well as he knows how; the difficulty is that he does not always know what he is supposed to do; or knowing it, he is unskilled in the technique of performance. He, therefore, must be given the proper information, instruction, and guidance if he is to do his work most efficiently.

There are many means which school officials may use in keeping the janitor informed and co-operative; in the main, those means are the same as are used in keeping other school employees informed. The more important of those means are discussed herewith:

Means of Informing the Janitor

1. By means of friendly suggestions from the principal, the superintendent, janitorial inspector, or other official who has authority over him, the janitor may be taught to improve his services in many ways. The suggestions should be made in such manner that the janitor will be glad to have them and willing to act upon them. They should not be given to him as orders in military fashion, unless such procedure becomes necessary; fortunately, in the administration of a school or school system, military techniques on the part of school officials are usually not necessary or advisable.

2. Many of the larger school systems have the practice of sending circular letters to each janitor regularly or occasionally. Such letters are designed to keep the janitor informed and co-operative. Many of these letters should be filed for future reference and a loose-leaf notebook for that purpose should be provided each janitor; when the letters are sent to the janitors, those which are to be filed should be punched for filing. A few school systems have planned a series of weekly, biweekly, or monthly letters to be a sort of training course for the janitors. Such topics as the following might be discussed in such letters: the importance of the janitor's position; personal appearance of the janitor; salary schedule of the janitor; working hours of the janitor; janitor's tools and their care; operation of heating and ventilating equipment; economy in the use of supplies; making minor repairs; treating and preserving floors; cleaning and dusting walls, woodwork, and furniture; cleaning vitreous china, enameled surfaces and metal surfaces; cleaning glass; cleaning blackboards; vacation cleaning and repairs; adjustment of pupils' desks; janitor's vacation; etiquette of the United States flag; care of the lawn and shrubbery; relations of the janitor to the principal, teachers, and pupils; relations of the janitor to the community; and protecting the school plant from vandalism.

3. School systems which have several janitors might profitably prepare a janitor's handbook or manual; such may be printed or mime-

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Implications of Progressive Education for School Financing

H. H. Davis, Ohio State University

School executives who are interested both in school finance and in the progressive education movement are naturally curious about the effect of one upon the other. The best thinking in the two fields seems ranged about the answers to two questions: Will the public more readily pay for progressive than conventional schools? And how do the costs of the two types of schools compare?

In seeking answers to the first question, it is well to bear in mind that the public in the long run tries to buy the kind of schools which will best fit its needs, just as it buys the kind of shoes, cars, or apples which suits it best.

In the matter of secondary education our American buying habits have gone through several radical changes. At one time the Latin Grammar School found general support because it furnished the type of secondary education which the people desired. With the passing of time the needs of the public changed, and the Latin Grammar School did not meet the need, so support was gradually switched from that institution to the Academy which was popularly regarded as better suited to the times. The Academy in turn was deserted for the high school. In each instance the shifting of public favor was from an institution which had failed to meet the needs of a changed social order to one which had sprung up in response to those needs. Along with these changes in secondary education have gone important, if less definitely marked, changes in elementary education.

Schools Static Because of Depression?

The profound changes now taking place in modern society, both as concerns adults and as touching child labor and compulsory education may well mark another demand for a changed type of education. If our people are indeed forming new ideas of what they want in the way of education for their children, and if progressive education fits those ideas, there can be little doubt that progressive schools will be supported more readily and more freely than the older forms. Even our most successful builder of automobiles found that the public would no longer buy one model of car, when it had formed a definite taste for the appearance and performance of a model better suited to modern roads and requirements.

Just as an individual may, in hard times, "put up with" the old car, or even return to the use of horse or street car, so a community may tolerate static schools, or even a return to the three R's. There will be some effort in each case to make the necessity appear as a virtue but informed opinion will consider both in the light of temporary makeshifts.

Changes in public institutions usually take place gradually, and at the present time the choice before the public is by no means clear. Between the left wing of the Progressive Education Association and the three R's program as representing the right end of the educational right wing are all shades and sorts of progressive practices. When the smoke clears away and these practices have been tested, gathered together, and unified it is a safe bet that the public then as in the past, will be found financing that kind of education which has been definitely developed to meet its needs. Educators who continue to try to sell a form of education merely on the ground that it has

been bought freely in former years, will meet with only a little more success than the automobile salesman who proceeds on the same theory.

Costs of Two Types of Schools

It should be possible to find an answer to the second question by merely comparing costs in schools that are notably progressive with those in schools that are markedly conservative. This, however, is difficult to do, not only because there are so few schools that can be called progressive in all respects, but because most of the prominent schools of this character are private or are located in wealthy communities. Such schools are likely to have high costs whether progressive or traditional in character.

A more promising line of approach is to be found in examining the major tenets of progressive education with a view to estimating their effect on the budget.

Let us look first at that cardinal progressive education premise that children learn to live by living, and that each child should, therefore, be actively working on problems that are real to him. This, as I pointed out in a previous article in this JOURNAL, makes for a school plant composed of workrooms, with no need for "study halls." On the secondary level this means a considerable financial saving, not only in the cost of building, equipping, and maintaining study halls but in teacher-salary cost for supervising, or "policing," them. The teaching cost need not differ much as a result of the emphasis on work rather than recitation, for the time often wasted in catechizing pupils on things most of them already know can be spent helping pupils in their work of solving concrete problems. Neither will the equipment cost be much affected. A wider variety of equipment will be needed but this is offset by the decreased need for multiple sets of apparatus. The equip-

ment can be of a less expensive character because children's real problems in most cases do not involve complex apparatus. Understanding of ordinary science phenomena as met in real life, does not for most people, require delicate instruments. Neither does the average home kitchen or shop boast a wide array of expensive equipment. The effective pursuit of real problems on the part of a number of children will require good library facilities, but the decrease in cost of textbooks will partly offset that expense.

Integration Makes for Economy

Another feature of progressive schools is the tendency toward integration of subjects. This is a step toward economy for small schools since they will not need to employ so many teacher specialists to offer a myriad of courses to small classes. The subject-teacher ratio can thus be decreased, and the pupil-teacher ratio is already low in such schools. Where a small high school with twenty pupils per teacher may require each teacher to teach six or more subjects, a large high school with as many as thirty pupils per teacher may limit the subjects taught by a teacher to one or two. In large schools this trend may increase costs somewhat since they already have a small number of subjects per teacher, and the new emphasis on a more intimate study of each pupil and his subject needs will make for lower pupil-teacher ratios.

The prominence given to individual differences in progressive schools, will tend to require a larger number of teachers and thus increase costs. More detailed and careful records are to be kept in the process of knowing and developing each individual which will likewise somewhat increase costs.

The greatly increased attention to objectives which characterize progressive schools, will probably result in lowered rather than increased costs. When each activity of a school is subjected to the acid test of proving its value in achieving objectives, many are eliminated. There is probably more that should be eliminated from most curriculums than needs to be added. The same observation applies to much



A SECOND-GRADE ACTIVITY CLASSROOM IN A PROGRESSIVE SCHOOL
The free arrangement of the room, with movable furniture, work bench, easels, charts, and bulletin boards is shown here. The economical character of the equipment is readily apparent. The unit in progress is a nature study topic having to do with wild animals, wild flowers, and the primitive life of the American Indians.

equipment. In physical-education equipment for example, each progressive school will buy what it needs to supplement the present experiences of its children. It will not blindly buy a standard set of all sorts of apparatus. The progressive school gives less color to the farmer's complaint that he is "taxed to have his children transported three miles to school and then taxed again to pay a teacher for taking them on a three-mile hike." In line with social objectives it will buy some equipment, such as group swings, which must be shared by pupils. Because social use means a more condensed play area some saving can be made in the cost of land and in the expense of supervision. In its corrective program as well as in the developmental phases, purchases will be made with a shrewd eye to educational values rather than to size or elaborateness.

Further Economies

Because pupil experiences are planned only in terms of pupil needs, less time and material are used in formal drill work, and there is no occasion for stocks of unused supplies to accumulate on storeroom shelves.

The switch from subject to pupil emphasis in progressive education tends to prevent professional stagnation on the part of teachers. Subject matter can remain static from year to year; pupils vary constantly. The group work of teachers in integrating the school program is an antidote for stagnation. Professional growth is likely to be more spontaneous among teachers in progressive schools than in conventional ones. This spells financial saving in the budget for supervision. The work atmosphere inherent in progressive education reduces the element of inspection in supervisory visits, thus releasing supervisory talent for truly constructive things.

By way of summary we may consider the implications for each of the major items of school accounting.

General Control. Very little effect, since most

of the elements included here are remote from classroom procedure.

Instruction. Teacher-salary cost somewhat increased, supply cost stationary or lowered, supervision cost somewhat reduced.

Auxiliary Agencies. Attendance officers, health service, transportation, and most of the other factors of this item are means of bringing pupils and teachers together rather than agencies of instruction so they will be changed very little by progressive education.

Maintenance. Cost reduced somewhat because better utilization of plant will permit a smaller plant to care for a given number of pupils, and because simple equipment is less expensive to maintain than the elaborate apparatus of conventional schools.

Operation. Not influenced except as to factors mentioned under maintenance.

Fixed Charges. The constituents of this item are not closely bound to classroom procedure so will be little influenced.

Capital Outlay. Planning of pupil time rather than housing of subjects makes possible a smaller investment per pupil and so reduces this cost somewhat.

Debt Service. Since this is not really a cost of education but merely an expense incurred for the public borrowing of money, it will be untouched. If the choice is to borrow money rather than to "pay as you go," the lowered plant cost may make possible a smaller bond issue, but it remains a price the community pays for using borrowed money.

In conclusion, there seems to be little ground for school executives to hesitate in moving toward progressive education because of fear of financial consequences. True educational values probably cost less in a progressive school than in a conventional one. In the long run, purchases whether public or private, are determined more by what people want or think they need, than by the cost.

unit of work.² In Figure 1, there is a perfect balance between capacities, interests, and opportunities. This balance is lacking in the last three figures. It is obvious that such perfection of adjustment (Fig. 1) is rarely, if ever, obtainable. The elements in this combination are not easily measured. Personnel administration is, therefore, not an exact science. However, a conscientious appreciation and application of the principles involved in personnel selection is certain to improve practices involved in the employment and placement of teachers. The

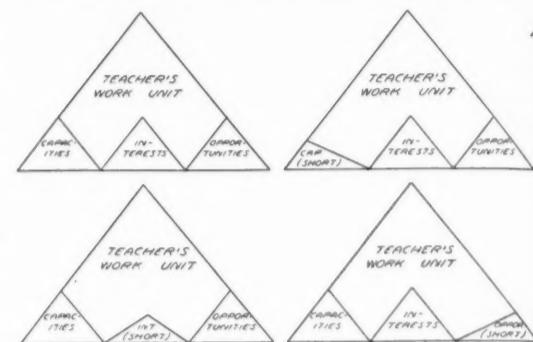


FIGURE 1

objective of all selection and placement is obviously to make each teacher in her work-unit as effective as possible. Fortunate indeed are the children who are subjects of the happy and well-adjusted teacher.

Principles of Selection

From a consideration of the foregoing, we may correctly assume that there are certain definite and stated principles which can and should be made effective in the selection and placement of teachers. We believe that members of a board of education should be familiar with these principles in order that they may understand the basis on which all recommendations for teaching positions are made.

1. Only one motive should operate in the selection of teachers, namely, Who is the best available person for the money to be paid? The term "best" implies the very highest standard of training and experience.

2. All selections should be made by professional experts in consultation with supervisors, principals, and those who will be directly responsible for the supervision of the person employed.

3. Applicants should be selected for specific positions rather than for positions in general in order that a proper balance may be maintained between the teacher's capacities, interests, and opportunities of the position.

4. In making selections, the individual differences in the teacher's aptitudes and abilities must be recognized, as well as differences in motives and purposes. Different work requires different kinds of personal ability.

5. The individual must not be sacrificed for the organization. Promotions from within the system are excellent for morale and efficiency, provided, of course, that the material is available and the promotions are properly negotiated.

6. The selection of a teacher should be made the object of intensive and thorough investigation in order that the personal and professional qualifications of the applicant may be properly appraised. Investigations should include a personal interview (for which there is no substitute) at which time application, reference, and qualification blanks should be checked. An active file should be maintained of good prospects.

7. Factors of training, experience, and professional fitness being equal, the appointments of competent, trained, and qualified local applicants should be favored, except in instances where the percentage of home teachers is excessive (more than 75 per cent in the grades, and more than 50 per cent in the high school). An excessive number of "home teachers" results in inbreeding and a resultant loss of efficiency which is diametrically opposed to the best interests of the boys and girls. School efficiency demands that teacher tenure rest on merit alone.

8. Under no circumstances should the administrative officer of the board of education be obliged to recommend candidates on any other basis than

²Adapted from Scott, W. D., and Clotheir, E. C. *Personnel Management*, pp. 18, 29, 31, 34.

(Concluded on Page 71)

Factors in the Selection of Teachers¹

Harold S. Maurer, Superintendent of Schools, Garfield Heights, Ohio

The administration of any school system has a distinct obligation in the matter of securing well-trained and highly competent teachers. The qualifications of a teacher are both personal and professional. It is the responsibility of the superintendent of schools to recommend to the board only those candidates whose personal and professional qualifications are of a superior nature. All such recommendations must necessarily be based on (1) a thorough investigation of the candidate's previous record, including an analysis of statements received from people who are in a position to appraise the applicant's worth or probable success in the field, (2) a personal interview with the candidate. Investigations of this character cannot be made in a perfunctory manner, because it not infrequently happens that the requisite personal and professional qualifications of those seeking teaching positions are more apparent than real.

Assuming the basic item of sound moral character and a requisite knowledge of the subject matter to be taught (these are vouched for in the candidate's teaching certificate) there are, perhaps, five qualifications of the teacher that assume the essential qualifications for effective work as a teacher will group themselves within the categories enumerated below:

Five Essential Qualities

1. *Poise.* This is purely a personality factor. Is the teacher's personality such as will command the respect of pupils, parents, and working associates? It is needless to point out that the personality of

a teacher definitely conditions the pupil's attitudes toward a subject.

2. *Professional Urge.* Does the teacher evidence a desire to improve her teaching techniques and procedures as a means of advancing his professional status, or is he the type of individual that will have to be driven to his professional duties? This implies sincerity of purpose.

3. *Cooperation.* Is there evidence that the teacher is capable of intelligent cooperation with students and associates. This necessarily implies a type of cooperation that will be horizontal as well as vertical.

4. *Initiative.* Is there reason to assume that the teacher will see and meet his professional obligations without being told? It has been said that "any person can do the thing that he is told to do, but to do the right thing at the right time without being told puts one in a class by himself."

5. *Enthusiasm.* Is there evidence that the teacher is enthusiastic about the work of teaching? Enthusiasm is the self-starter of activity and is a requisite qualification of those who aspire to effective work in the classroom.

Once a teacher has been employed, there are three factors which must be considered in assigning work: (1) the teacher's capacities, (2) his interests, (3) the opportunities presented by the work. Because of the bearing of these three factors on the effectiveness of the work done it is important that their balance be considered at the time the applicant is employed. This very obviously implies that applicants should be selected for specific positions rather than positions in general. A proper balance must be maintained between capacities, interests, and opportunities. The triangles on this page illustrate diagrammatically the teacher's

¹This paper is a section of a special report to the Garfield Heights school board and has become the basis of its policy in selecting teachers and other professional employees. —Editor.

Factors in Teaching Remedial Reading

Anna A. Kelley

Reading must be recognized by the remedial teacher to be a human institution, a means of communication developed out of the needs of the race and for its own advantage. Taking its source from the pictograph, the English alphabet of 26 letters carries all the knowledge, all the literary culture of the English-speaking people. Hundreds of years have been required to perfect our present level of attainment in reading and writing, yet we try to teach this completed product by short-cut methods and time-saving devices. Publishers advertise their readers for the speed of getting results, a most desirable quality; but when the remedial teacher faces the problem, she finds that reading is not an inheritance, not a deferred instinct. The pupils who come for remedial aid have not "flowered into reading," and the teacher's approach to their reading education must be through the racial genesis and the development of the activity.

It may be pertinent to say here that in a long and varied teaching experience the writer has found only one pupil, seemingly normal, who could not be taught to read. This boy had a logical mind, but never could be taught to read although he attended school eight years and had good teachers. The popular psychologists would explain learnedly that his was a case of *congenital alexia*. Perhaps it was. The boy, now a man with a family, is in a state hospital for the insane. Whether he had inherited mental defect that kept him from seeing form, or whether the misfortune of losing job after job because he could not read caused his breakdown will probably never be known. But the alibi used by educators and certain psychologists—that speed in learning is the index of ability and that effort is wasted activity for "only average performance can come from an average mind"—is the cause of much retardation. The pupil who is fed this doctrine fails to do his best, and the teacher who believes it never does her best. There are individual differences but they are more likely to be in type of endowment than in quality of endowment.

Difficulties in Teaching Reading

The remedial process adopted by the writer for the use of student teachers was to analyze minutely the steps necessary to acquire each school subject. To the experienced teacher the repetition of this seems tiresome, but to the student-teachers the minute steps used by an individual in acquiring reading ability seemed unnecessarily detailed. Yet, it is in some subtly omitted step that the child's blockade occurs, and the teacher must see the reading process not as "a smooth performance of idea-interpretation through consonance," but as the long and rapid series of perceptions and reactions that translate *marks into meaning*. To read well orally the pupil must do these things—he must *see marks* on a page, the mark must instantaneously be named, given its correct sound mentally, *blended with contiguous sounds* into word or syllable, *combined into idea and phonetization* and *articulated* in oral or given silent comprehension in silent reading. Successful readers take these complicated steps so instantaneously that they are not aware of their sequence. For practical purposes they are simultaneous. Unsuccessful readers take them one step at a time. The remedial teacher must find out why the completed concept comes so slowly. Recall depends upon clearness and rate of perception. In all remedial work of retarded pupils the outstanding defect is *poor memory*. The unstable child has good reasoning ability but a treacherous memory. In the later grades the accumulation of disorganized and badly scrambled facts brings the mental confusion that incapacitates him for sustained effort in learning. Orderly progress in fact acquisition or mental growth is lost.

The Teacher's Responsibility

The teacher of beginning readers must watch for the differences in children's methods of learning. The child from a literary home is saturated with the theory of reading—written communication—when he enters school. The teacher's task is half done with him. Children from illiterate homes or many farm children who have grown up

out of doors, have had little contact with printed material and have slight curiosity about the little black marks. The teachers must know that some children learn by *seeing*, some by *hearing*, and some by *doing* or *making*. The successful teacher uses all three methods and the successful reader combines all three in fact or in memory when he reads.

Need for Teaching the Alphabet

The Function of the Alphabet. No matter how laborious the process is, it is impossible to teach reading of very much material without teaching the alphabet before the fourth-grade level. It is possible to make sight recall of a limited number of words automatic, but the well-educated reader in attacking new and unfamiliar words must perforce resort to letter and syllable analysis. Every reader needs new words today. The radio has enriched the language by five thousand words; automobile and airplane inventions have added many more, and new social concepts require their own specific vocabularies. Education would be futile if the 26 little English characters representing their 44 reliable sounds did not remain constant and stable. The function of letters in words is not an easy thing to teach, especially to the child who has been taught to read solely by the large unit system. Photographic memories can carry a large number of ideographs in mind where the pupil with auditory or kinesthetic memory fails early in learning to read. Yet he is not defective and needs only a change in teaching methods with probably *time* in presentation. If Helen Keller's fine intelligence could be reached and developed through *one* sense, the child with three senses can be reached unless he is held too rigidly to one sense in learning, provided that he receives sufficient attention. The need of retrenchment in educational costs effected by again crowding the elementary grades with fifty children will defeat the hope of educating them.

It is in the primary grades that children need and must have individual attention. They enter school with their learning approaches quite well established, and the primary teacher should be able to find out early *how* each child learns and build upon this approach. But when 25 or 30 6-year-olds must be inducted into the reading process at one time by one method, when the reading period is 20 minutes long, when there is the usual variation among the children in interests and abilities, it is little wonder that the customary 25 per cent fail to learn to read. Then, when at the end of a few months they are crowded on to take up more difficult work, the "parrotting" having deceived the not-too-observant teacher, the child's chance to learn to read is probably lost forever. How could it have been saved for him?

The first need is to give him teaching. A beginner's reading class should never contain more than ten pupils, and these should be selected by their learning aptitudes. In the experimental teaching reported upon here, many children, who had failed in primary reading were started by letting them use block letters made of wood. These were large and the work was done on the floor. Later, painted blocks, smaller and in bright colors that could be used on primary tables were found. Then the cut-out cardboard letters were used, followed by complete words and phrases. The flash card method was thus approached.

Function of Letter Forms

With the knowledge of the significance of the letter forms the *sounds* of the letters are associated constantly, so that every letter or phonogram always means a sound. That is the fundamental principle sometimes overlooked by the urgent proponents of visual education. If a letter does not mean a sound, it does not mean anything. Immediate translation of *form to sound and sound to meaning* is the mark of successful reading. Among the 130 cases observed in this study, the writer found only two pupils who could read or write without understanding. Many were found who *did* read without understanding, until their minds were held to the material read. In fact, this habit was found to be the cause of much trouble in reading.

"Two-track" thinking prevents attentive thinking on either "track." But two pupils, a boy and a girl, were found who could do fluent oral reading, did not omit small words, pronounced polysyllables readily, phrased intelligently, and understood not a word that they read. Both wrote and spelled well. They were in different schools. The explanation is that both were adolescent psychopaths. Formerly normal in intelligence, reading had become automatic and functioned easily although each person seemed to be "living in a cloud."

With little children, there is not much likelihood of finding this hazy mind, but the child's nature is opposed to systematic work. The teacher must learn two characteristics of childhood's physical development:

1. The child's eyes must be trained to see. In this connection it is unfortunate that children's readers cannot be made, without great expense, so large in print and so well illustrated as are the story books obtainable at the dime stores. Small print and fantastic pictures repel children. Many series of readers reduce the type too rapidly. For this reason exercises in eye training should be an integral part of pre-reading work. There are some cases that need glasses, but unless there is an easily found defect in eye structure, gradual adjustments in the materials of teaching, proceeding with small gradations from large wood letters to primer type will overcome much poor vision. It is the business of the school to teach the child to use the vision that he has.

In this connection, it is not the writer's purpose to depreciate the valuable service of the school oculist. In a large city that supplies excellent medical care for its pupils; two children, a brother and sister, were pointed out in the sight-saving room. These children's eyes lacked their crystalline lenses. A current news story tells of a child whose eyes showed a cast. Physicians discovered the child to be suffering from brain tumor. How many such cases pass before teachers where expert medical attention is not available, we can never know, but the teacher must use her own sharp observation and do the best that teaching will do.

Projects and Drill

2. It is also the business of the school to teach divertible children. Out of this fact has grown much experimentation in methods. Children love action and any of the many forms of the project method appeal to them. Eternal vigilance, that the means is not the end, must be maintained when students devise teaching projects. A project is a ship that carries a cargo. If it brings to the pupil the learning that he needs, arranged in logical sequence and in increments adapted to his ability, it is the most pleasurable way to learn. If it does not provide for these requirements, it is an activity for learning and becomes responsible for confusion.

Above the third grade the reading blockades yield more easily to remedial teaching than they do earlier or later. "Getting started is difficult," and the writer endorses any successful approach, but reading modern adult material becomes increasingly difficult. In the experiment the middle-grade or later-elementary errors were found to be two. The pupils do not know our large list of nonassociable words, and they think faster than they can see, sound, and say. So they miscall words, repeat, read without phrasing, and generally fail to make sense. It is necessary in these grades to drill on a list of 200 common words.

This writer has found no method of teaching these words except through sight drill. Some of them can be aided by phonics, but others must be recognized entirely by sight, aided at times by context. Words like *though*, *through*, *thought*, *tough*, and *trough* show the difficulty. After these words had been mastered, the frequency of errors in the Gray Oral Reading Check Test dropped most gratifyingly. But the ability to pronounce new words, the 85 per cent of the language that is said by Dr. Vizatelly to be phonetic, must be approached through phonics. This was especially noticeable in the improvement of the later-elementary and junior-high-school poor readers. They needed to be able to master new words without help. The interesting fact observed in the experiment conducted through student teaching was that the teachers wearied of the drill long before the pupils did. Drill may become a time-waster, but at the present we are erring in the other direction. The intensive drill in the experiment was given to groups ranging from 9 to 14 years in age. Nearly all the pupils were boys.

A half-bushel basket contained more than 200 words printed on flash cards associable only by context. They are the adjectives, adverbs, conjunctions, and prepositions that are the warp of the language. Recognition contests were carried on in several ways. Cards were taken, named, and placed in card charts by two competing groups. Four pupils "played cards" at a table, the one naming the most cards flashed being the winner. Teachers flashed the card and gave it to the first pupil speaking it. Alertness in recognition grew and a game association became a substitute for intrinsic meaning. It has long been recognized that drill produces skill, and repetition does not become tiresome if the play or contest spirit is preserved. Nearly all of the boys checked their own progress in learning a half bushel of words.

At present nearly every good school system has its speech-training department. From these courses of study much organized material is available for phonic drills. The courses of study of the Des Moines and the Detroit schools were used in the Mt. Pleasant experiment. It was found that a surprisingly large number of student-teachers could not teach phonics, for their own knowledge had been acquired in haphazard fashion. So some organized material had to be provided for their guidance.

Syllabifications and Diacritics as Aids

Syllabification. Another blockade impeding the progress of the fourth-, fifth-, and sixth-grade readers was their inability to recognize the syllables of a word. If children are given remedial work early enough, the syllable concept can be fixed by the very old-fashioned oral spelling of our grandparents. In fact, the teacher of remedial work in her search for effective teaching methods and materials finds that sound pedagogical and psychological principles underlie many discarded and humorously derided teaching practices of an earlier day.

The Need of Diacritics. If the reader whose progress is stopped by an unknown word, turns to his best source of information, the dictionary, he must be able to interpret the information that it gives. Sound, in all dictionaries, is indicated by a diacritical code. Many college students can be found to whom the dictionary is a sealed book, so far as pronouncing is concerned, because they cannot syllabize and they cannot translate diacritical marks into appropriate sounds.

The use of diacritical marks and the function of accent must become automatic or a very rapid reflex if pupils are to be taught to read material on even the junior-high-school level.

Three factors of word mastery are hard to teach and hard to learn. They are the variable sounds of letters, the recognition of syllables, and the placement of accent, yet no one can become a fluent reader without using this knowledge all the time he is reading. Definitions are hazy and feeble as teaching aids and are often a matter of opinion, but to the writer, accent means a combination of higher pitch and slower time in pronouncing a syllable. A syllable is a single phonic blend. In explaining this to pupils the following awkward definition seems to carry content: *A syllable is made of as many sounds as can be spoken at one time without changing the shape of the mouth.* Since the concept is familiar when once recognized and worked into continuous use, the recognition of syllables and accent placing become easy and necessary. It is the belief of the writer that the effort to acquire words by large word-wholes is very expensive in the case of those children whose eye span is short, or whose visual memory is not photographic. For remedial work the spelling by cumulative syllables gives much aid both in word pronouncing and in written spelling. The method is slow but all effective remedial work is slow.

Junior-High-School Retardation

The most interesting and the most baffling group worked within two locations were those pupils ranging in age from 11 to 16 years, enrolled in junior high school and attempting to study geography, history, civics, problem-solving mathematics, and literature, yet meaning failure in every subject because of inability to read.

The prime reason that these pupils are difficult, more difficult than any of the younger groups, is that they are emotionally disturbed and take the usual adolescent defenses in hiding their chagrin. They joke, they banter, they clown, they do anything possible to cover their failures. Their parents

want them to succeed in their present work and hold out the incentive of going to college as a goal to make them "work harder." The children know that harder work is impossible. The teacher finds it essential to bring orderly thinking and orderly learning out of the mental jumble of half-learned facts and half-understood principles covered by their screen of humorous bravado. In reading, it is probable that it will be necessary to correct the same errors and remove the same impasses found in the younger children; i.e., inability to pronounce words not associated with meaning, inability to pronounce polysyllables, inability to secure help from the dictionary, lack of vocabulary, and poor comprehension because of short eye-span or idea-span. The writer found it possible to approach the fundamental principles of reading with a group of Polish adolescent pupils by the means used in teaching the elementary principles of any foreign language, a presentation of the alphabet, its phonic use, and any simple sentence building. Much to her surprise she found the same approach was successful with a group of American pupils. These pupils lacked all knowledge of phonics and of the graphic symbols by which sounds are indicated in English. But when presented as a foreign language, they became interested in the genesis and development of reading. In general, it was found that pupils often suffer from lack of explanation of learning details that to the teacher have become both commonplace and automatic.

The older pupils liked tests better than did the younger and checked their own progressive advancement with interest on informal class contests and on standardized reading and vocabulary tests. When the older group realized that their deficiencies could be remedied, they made faster progress than did the younger pupils, for they learned more quickly how to help themselves. Teaching pupils to read for meaning is the clear aim of all mechanical practice. Finger exercises and the harmony of chords must precede the complicated piano rendition. Pianists say that music memory is more muscle memory than auditory memory. As in music the muscle flexibility must precede the performance on the keys, so in reading the mouth and throat muscles feel the words if they do not voice them. But the end of reading is the interpretation of the printed page. Pupils want to understand what they read. That is why they skip words, miscall the apparently unimportant little words, and hasten ahead too fast. When recognition of words is accurate and easy, thought interpretation comes if not of itself, on easy questioning. In the later-elementary and junior-high-school levels dramatic effects were not striven for. Dramatization with younger pupils was in constant use. The need for practical daily and hourly use of silent reading in the older group required constant testing for thought-getting.

For nearly all the older pupils, the interpretation was simple when the mechanics was mastered. It was necessary to keep them at work on more difficult material than was used for the same learning disorders in the younger group, because they refused to work unless the material to be read was on their own age interest level. Material that is simple, but sufficiently mature to interest boys who drive cars, who have ridden in airplanes, and whose out-of-school life is spent in a mechanical world is still hard to find. They are highly interested when the teacher reads to them. She must translate descriptive diction for them, but they will explain the technical terms to her. For this reason much concert work was used. All remedial work can be socialized thus, for the pupils have had much more experience than the usual children doing the same academic level of work.

Boys Need Help

There are always more boys needing remedial work than girls. School success demands conformity and girls conform more easily than boys both in the homeroom and in the remedial group. The earlier conformity to directions can be secured, the sooner recovery takes place. But it is often found that the strong individualism of young children is the factor that has prevented their learning.

Some money must be spent to supply materials differing from those on which the pupils have failed. Supplies, on any level, need not be expensive for ordinary schoolroom work. The wooden block-letters will run to two or three dollars. These are such excellent teaching material for beginners that they should be included in all primary equipment. The children can cut and mount letters and pictures

from papers and magazines. All city dailies use good and quite large display type. The use of the scissors in cutting out type letters and pasting them together to form words was found to be a learning activity for the child. It was much better for him to cut out his letters and mount them himself into a word or group of words than it was for his teacher do do it.

The Value of Clear Speech

A group of 6- or 7-year-old pupils were enrolled one year because they were all speech-defect cases. They could not learn to read because the language spoken by the teacher was not spoken by them. It was evident that articulation was their greatest need, but inarticulate speech brings incoherent thinking. As a means of making the analytic phonic drills carry over to conversation, the children told some "News" every day. To secure orderly thinking the news report was directed to answering the following questions:

Who or what is this story about?
What happened?
Where?
When?
How?
How much or in what way?

Through adherence to this simple form the speech techniques were brought out of the lesson category into the talking habits in everyday use, and the baby-talk was translated into English. Baby-talk is due to neglect, or the home's failure to help the child to grow.

Approaching Three Age Levels

1. It is evident that extending fully corrective remedial aid to retarded pupils increases in difficulty as the pupils increase in years. The primary children, "who do not take to books," must be taught to use their eyes, their ears, their hands in order to control and direct their minds. The first-grade child entering school is not a perfectly functioning machine ready to learn. His latent machinery for learning must be developed through teaching.

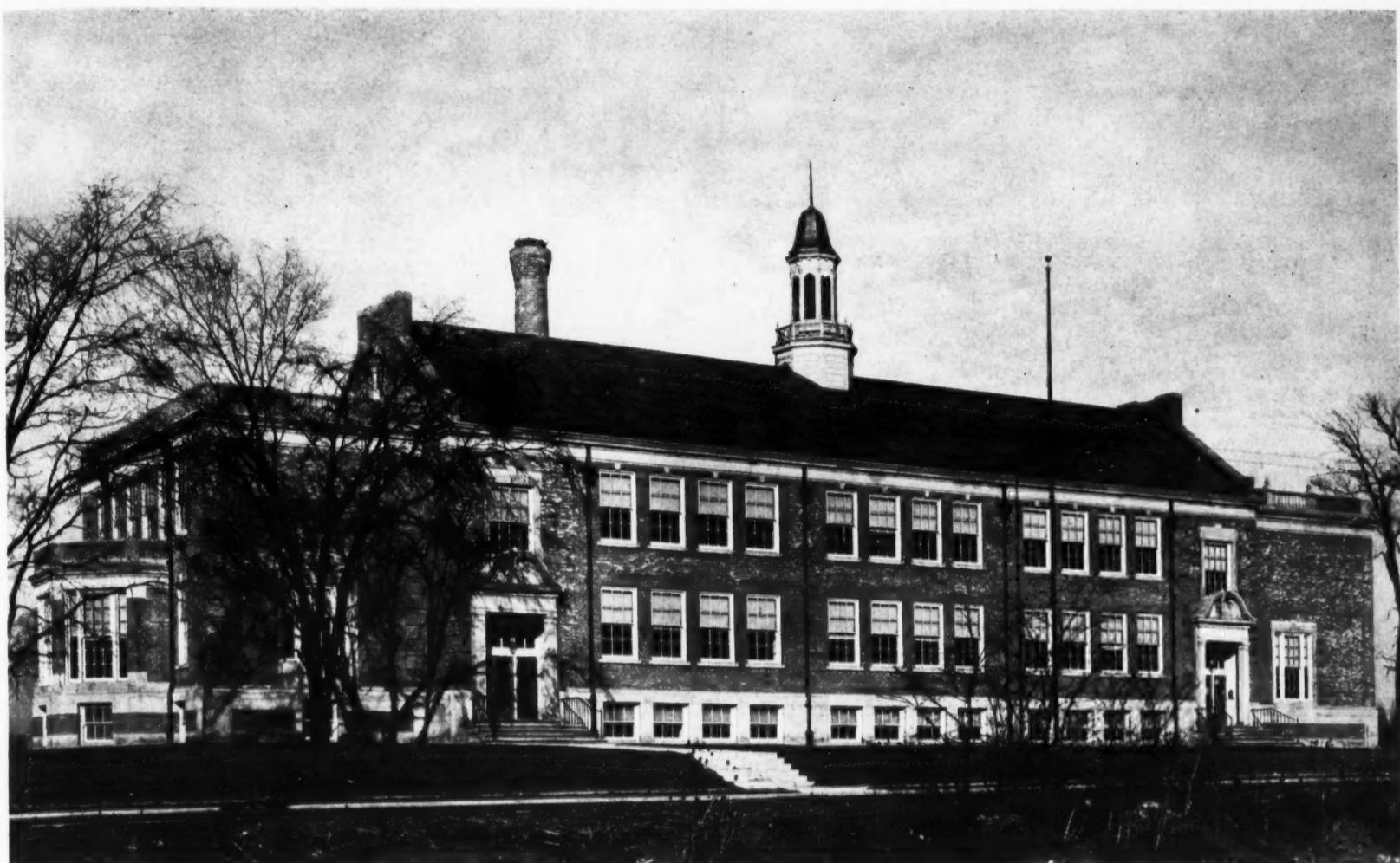
2. Middle-grade pupils who are retarded must first be stimulated out of lethargy or tranquilized into stability that will let learning take place. If omissions in the curriculum constitute the only blockade in learning, improvement is marked and rapid when these blockades are located and overcome. But confusions clear slowly when attacked as late as the fourth grade. Wrong habits of work persist stubbornly and, after seeming eradication, reappear again to vex and humiliate the pupil. That is why time is the great factor required in unrooting old habits and fully establishing new ones.

3. With junior-high-school pupils the real problem is to find material sufficiently mature in interest and sufficiently easy for them to read. The Polish pupils, with their highly imaginative minds, would read folk tales, but American pupils, boys especially, want tales of adventure and invention with a large admixture of fact in the narrative.

Are the Schools to Blame for Retardation? There are so many causes outside of the schools, poor nutrition, poor vision, weak control of learning machinery, omissions due to illness and to roving around, that it is quite easy for the schools to fail to recognize their own complicity in the retardation problem. Good teaching can offset many handicaps. Teachers use the methods that they are taught to use. And teachers' training schools must sell their training. Methods must be *new*, must be *modern*, must be *up-to-date*. The current demand is that methods must be pleasurable. Neither children nor subject matter have changed greatly in many decades but methods must change constantly. This is desirable undoubtedly in order to prevent the stagnation of routine but the principles of genetic psychology must be preserved in the new methods. The principles found in psychological research cannot be omitted from curricula or methods, either new or old. It is true that teachers, especially young teachers, expect a new method to be a patented process that will work magic. This report does not pretend to be able to overcome retardation, or to standardize a slow pupil, nor does it advertise the methods used in this experiment as the desirable or correct techniques to be used by others. It does maintain, however, that successful teaching must analyze the subject for the abilities needed in its acquisition, analyze the child for his ability to learn that subject, articulate the two processes, and *take nothing for granted in either*.

(Continued on Page 54)

PORTFOLIO OF MODERN SCHOOL BUILDINGS



GENERAL VIEW, GRADE SCHOOL NO. 82, INDIANAPOLIS, INDIANA
McGuire & Shook, Architects, Indianapolis, Indiana.

Fitness Distinguishes Elementary-School Building

If the proof of the pudding is in the eating, then certainly the excellence of a schoolhouse plan is in the continued daily service which the building gives to teachers and pupils. After three full years of use the Indianapolis school authorities and the local patrons of the Christian Park Grade School (No. 82) of Indianapolis are agreed that the building is one of remarkable utility, flexibility, and economy. In three years, too, the building has grown into the affections of the immediate community because of its quiet beauty and dignity and its harmony with what the Germans would call the *Stadtbild*.

The Christian Park School is so named because the wooded lands for civic structures and playgrounds in this growing residential section of Indianapolis were presented to the city by Mrs. Edna M. Christian, a public-spirited woman. The building is located on a quiet residential street, English Avenue, at the head of Mozart Avenue.

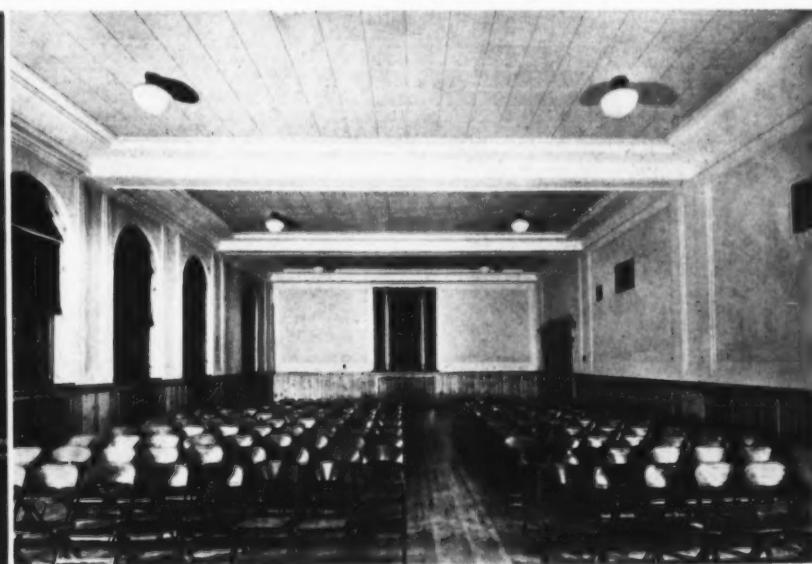
The building provides the physical accommodations for a standard six-year elementary school. In addition to serving for a complete academic program, the building affords special rooms for teaching an opportunity class and for

classes in cooking, sewing, and manual arts. A community-room auditorium, with stage, is arranged for the instruction of larger groups in music and physical education. The room also accommodates general assemblies and various group activities.

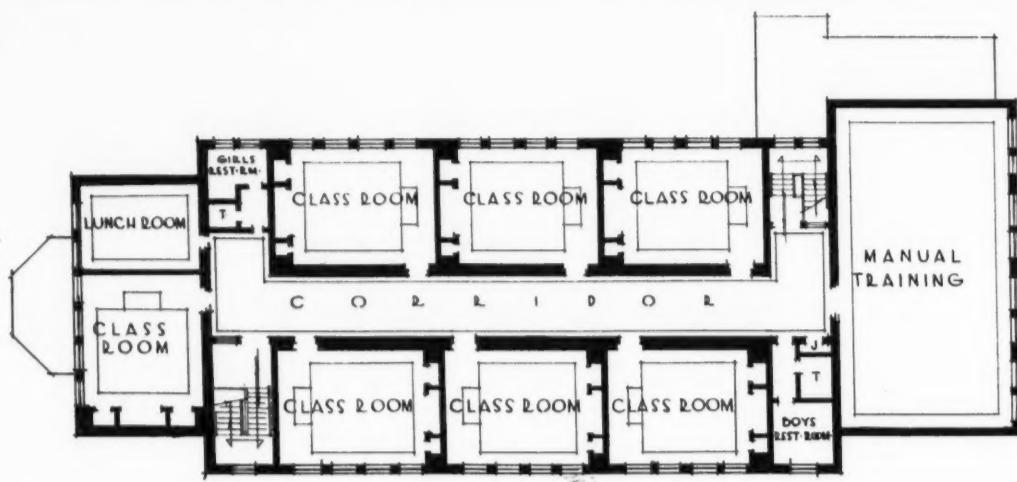
At the west end of the first floor, a self-contained kindergarten — primary department is accommodated in a large and well-lighted room, with a large bay window. The department has a separate entrance, toilet rooms, wardrobes, and storage closets. The room has been well received and is much appreciated. The warm-colored



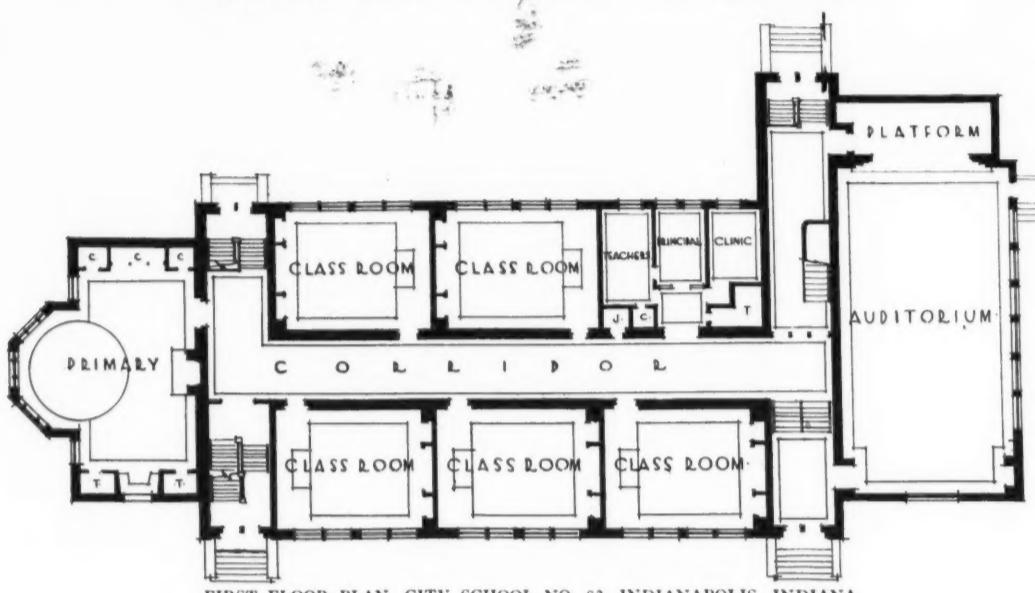
PRIMARY ROOM, GRADE SCHOOL NO. 82, INDIANAPOLIS, INDIANA



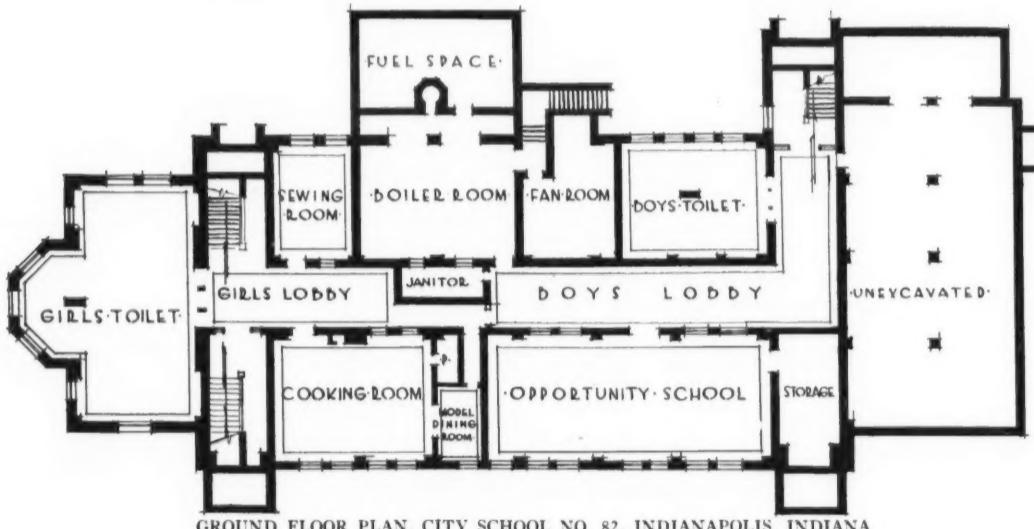
AUDITORIUM, GRADE SCHOOL NO. 82, INDIANAPOLIS, INDIANA



SECOND FLOOR PLAN, CITY SCHOOL NO. 82, INDIANAPOLIS, INDIANA



FIRST FLOOR PLAN, CITY SCHOOL NO. 82, INDIANAPOLIS, INDIANA

GROUND FLOOR PLAN, CITY SCHOOL NO. 82, INDIANAPOLIS, INDIANA
McGuire & Shook, Architects, Indianapolis, Indiana.

floor of mastic tile has permanent markings for games, and is made interesting with animal silhouettes.

The building contains on the ground floor and first and second floors twelve standard classrooms, together with the special instructional rooms mentioned above. An administrative suite in which provision is also made for medical inspection, toilet rooms, space for the janitor, and rooms for the heating and ventilating apparatus complete the facilities.

The exterior is designed in a modified Colonial style, which is especially well adapted to schools. The composition is restrained, and the development is dark-red brick, Indiana limestone, a slate roof, and a copper lantern on the roof is quite dignified and satisfying.

The highly fire-resistant construction consists of a concrete skeleton and panel construction for the floors and the roof. The partitions are of

cinder block and tile; the floors in the classrooms, toilets, stairs, etc., are of terrazzo, except in the classrooms and in the community-room auditorium where hard maple has been used. The corridors, service rooms, toilets, and opportunity rooms are wainscoted with glazed brick. Throughout, the walls are plastered. The ceiling in all instructional rooms and in the corridors have been covered with an acoustical material for absorbing excessive sound. In use, the treatment has proved particularly satisfactory.

The classrooms are served with a vanishing-door type of wardrobes which have been found to save time as well as space, reduce disciplinary difficulties, and eliminate all possible pilfering.

Steel boilers provide low-pressure steam for the split system of heating and ventilation. Heavy-duty school plumbing, complete electric lighting, program clocks, and fire alarms are installed.

The safety features include two steel stairways, which are completely cut off from the corridors by metal partitions and wire-glass and metal doors. These stairways are superior to ordinary fire escapes and provide safe and comfortable egress in case of any alarm due to fire or smoke.

The building was begun in February, 1931, occupied in September, and accepted finally in November of the same year. The cost, exclusive of the site and equipment, was \$190,000.

Messrs. McGuire & Shook, who have erected a number of successful buildings in Indianapolis and the vicinity, drew the plans and supervised the construction.

PLANTING TREES IN SCHOOL YARDS

The large cities in the United States and the rural school districts have been guilty of ruining the architectural beauty of uncounted school buildings by failure to provide them with proper planting. Many a finely designed schoolhouse stands on a plot encumbered with weeds, or a desert playground.

That school buildings may become an asset rather than a blot on the neighborhood through planting is the burden of an argument by Martha Brooks Hutchinson, a landscape architect. Writing in the *New York Sun*, Mrs. Hutchinson suggests that school buildings costing huge sums of money, and placed in unplanted sites, become an actual blot on the neighborhood. She writes:

How can we expect the coming generation to be taught to know not only the value but the necessity of good planting if we give our children no good examples about their schools? The selection of plants of all sizes may be carried to a further point if we will use in our school grounds the native trees and shrubs of each locality, which are seen by everyone in their wild state, but which are practically never appreciated nor known by name. These same plants used on school grounds, properly placed, cared for and clearly named would teach, through their daily proximity to the pupils, a very valuable lesson if the plants were allowed to grow to the shapes which nature intended, and not annually clipped and mutilated by what the average man on the grounds is pleased to call pruning.

Let me mention a few plants of various sizes suitable for schools in the Northeast. Trees for the highest plantings, which are always needed to rise above the ridgepole line of any building, both in front and behind it, as well as for street and incidental accents, are the elm, tulip, locust and ailanthus, none of which need obstruct the necessary light in classrooms if properly placed.

For moderate-sized trees on boundary lines and at corners of buildings we have the dogwood, white birch, cedar, arbor vitæ, and sumac. For shrub masses against foundations, for bordering paths and for boundary masses among trees we possess the invaluable variety in the families of viburnums, cornels, and thorns. For street hedges, without which a suburban property is but half planted, we find the cornus paniculata, viburnum dentatum, arbor vitæ, beech, or hemlock, all of which lend themselves wonderfully to hedge clipping.

Were these native plants used properly on school grounds we might notice a difference in the observation and appreciation of the pupils, who, when they grow older, will require adequate settings for their own homes. Those who will eventually fill positions of authority regarding school grounds, highway or town projects will be alert with an awakened sense and taste, which today is rarely felt. They will have discovered that definite advice and governed expenditure will more than increase their towns in popularity, beauty and property value.

It is not enough to teach children a fragmentary smattering of "nature study." They should be led to feel a familiarity with plants which change at all four seasons and are beautiful at all times.

What the taxpayers and those who have to look at pompous though barren school properties do not realize is that less than one tenth of 1 per cent of the original outlay could have more than covered the cost of proper plantings, thereby creat-

(Concluded on Page 75)

The Story of School Sites

Forest R. Noffsinger, Assistant, Bureau of Co-operative Research, Indiana University

(Concluded from October)

THE FACTOR OF ENVIRONMENT

The second important consideration is that of the environment of the site. For the period previous to 1830 little need be said. Apparently no effort was made to secure the proper surroundings for school buildings. Communities considered themselves fortunate if they had a public school regardless of its environment. But with the coming of a consciousness of a need for greater educational facilities, educational leaders began to summarize the disagreeable features of the existing system, and pointed especially to the wretched environmental conditions of the schools. One such summary was published in 1831, a report of the condition of the common school system of Connecticut,²⁰ which cited the undesirableness of locating schools near stagnant marshes and ponds, prisons, and public roads with their unhealthful dust and immoral scenes.

A Massachusetts teachers' association in 1834²¹ issued a report stating the principle of removal from immoral influences and introducing the element of landscaping. Mann,²² in 1837, stated the principles of environment in negative terms, telling where a schoolhouse should not be located, and then summarized by saying that sites should be healthful, comfortable, and pleasing. Barnard,²³ in the following year, enumerated the same undesirable features and concluded that the site should be a quiet, pleasant, and healthful place; one which was safe and retired.

Potter and Emerson, in 1840,²⁴ requested a site selected according to the "laws of health" and the "dictates of taste." They expanded the principle of landscaping by suggesting natural rather than formal planting on the school grounds, and presented a long list of suitable trees, shrubs, and flowers for the purpose. One of the interesting ideas presented by Potter and Emerson, and repeated by a number of authors until as late as 1881, was the planting of a number of varieties of trees and plants to be used by the instructor as material for nature study.

The general condition of site environment and, at the same time, a negative statement of the principles accepted at the time are presented in the following quotation from Mayhew, State Superintendent of Michigan in 1847:²⁵

They are generally on one corner of public roads, and sometimes adjacent to a cooper's shop or between a blacksmith's shop and a saw mill. They are not unfrequently placed upon an acute angle, where a road forks, and sometimes in turning that angle the travel is chiefly behind the schoolhouse, leaving it on a small triangle, bounded on all sides by public roads. At other times the school-house is situated on a low and worthless piece of ground, with a sluggish stream of water in its vicinity, which sometimes even passes under the schoolhouse. . . . Scholars very generally step from the school-house directly into the highway. Indeed, school-houses are frequently one half in the highway, and the other half in the adjacent field, as though they were unfit for either. This is the case even in some of our principal villages. School-houses are sometimes situated in the middle of the highway, a portion of the travel being on each side of them. When scholars are engaged in their recreations, they are exposed to the bleak winds and the inclemency of the weather one portion of the year, and the scorching rays of the meridian sun another portion.

THE "VIEW" AND SHADE OF SITES

In 1852, the State Superintendent of Indiana²⁶ introduced a new principle in the selection of school sites, that of so locating the site that there was an "agreeable prospect over the surrounding country." A number of later authors mention the same principle and then the topic drops from the literature.

The Indiana superintendent also warned against too much shade on the school grounds, and Burrowes, in 1855,²⁷ amplified the principle by stating that locations should be secured where full light is possible and where there are no outside impediments to its entrance such as low, dark positions or nearby buildings.

Wickersham's book, *School Economy*,²⁸ contained all the principles on school-site environment developed before 1864 and added one new idea — that the lot selected should be free from obstacles and susceptible to a reasonable degree of ornamentation.

Very little information on prepared walks for school grounds was available until 1868 when Chase published a manual on schoolhouses and cottages for the people of the South.²⁹ Chase recommended gravel

²⁰"History of Common Schools in Connecticut," *Barnard's Journal of Education*, 5:143-4, June, 1858.

²¹Mann, *op. cit.*, p. 474. ²²Mann, *op. cit.*, pp. 433-89. ²³Brubacher, *op. cit.*, p. 223.

²⁴Potter and Emerson, *op. cit.*, pp. 526-7. ²⁵Barnard, *School Architecture*, pp. 39-43.

²⁶State of Indiana, "School Houses," *First Annual Report of the Superintendent of Public Instruction for the State of Indiana to the General Assembly*, pp. 297-302. J. P. Chapman, Indianapolis, 1852.

²⁷Burrowes, *op. cit.*, pp. 24-5.

²⁸Wickersham, *op. cit.*, pp. 2-7.

²⁹Chase, C. Thurston, *A Manual of School-Houses and Cottages for the People of the South*, pp. 64-5. Government Printing Office, Washington, D. C., 1868.

walks, gracefully curved and without sharp turns. Plank walks were offered as a more expensive substitute. Permanent walks could be constructed, according to Chase, by mixing plastering, sand, and boiled coal tar.

The need for enclosures for school lots, or rather the lack of enclosures, was first mentioned in the Rhode Island school report of 1845,³⁰ and various other authors after that date commented upon the advantages of having school sites properly enclosed. But Chase was the first one to describe in detail various types of fencing suitable for school grounds. Only two other authors after 1868 devoted any considerable attention to fencing the school lot. They were the State Superintendent of New Jersey in his 1874 report,³¹ and Clark in *Rural School Architecture*, a circular of information published in 1880 by the United States Bureau of Education.³²

The efforts to beautify school grounds did not escape criticism from educators and others, however, for in 1876 Gardner, writing a series of articles on school architecture in the *New England Journal of Education*,³³ pointed out rather vividly what must have become an all too common practice. He says:

The front yard, which the scholars are not expected to enter for play, must be as large as possible, for here are the flower beds, the well-kept walks, the carefully trained trees of foreign birth, and, may be, a cast-iron vase — the whole a sort of foreground for the building, intended to make a fine show from the street — which is all well. But look around the corner, at the miserable remnant enclosed by tight board fences, divided again into two parts, ugly outbuildings in conspicuous view, and not even the stump of a tree to relieve the desolation.

Continued effort was made, however, to make school grounds as attractive as possible, and in 1877 the Kansas State Historical Society adopted a resolution³⁴ requesting the introduction of a course in high schools and the State University on "planting and culture of shade and ornamental trees and shrubs on the schoolhouse grounds throughout the State." The Kansas State Teachers' Association in the same year recommended that county superintendents designate "Arbor Days" to encourage the planting of trees and the ornamentation of school grounds.

During the period from 1875 to 1900, there was an increasing amount of literature on landscaping, with a decided tendency toward natural planting of the school lot and against any hint at formal arrangement.

FREEDOM OF LIGHT AND AIR

The principle of freedom from obstacles likely to interfere with free access of air and light had been stated by Burrowes in 1855. The school board of St. Louis in 1874³⁵ recognized the principle in adopting, as part of its school-building policy, the resolution that "the school building should be so located that the windows, even on the lowest stories, should open to the light of the sky, and not to brick walls."

The Committee on Award, in the competition for a model school building, conducted in 1879 by the *Sanitary Engineer*,³⁶ recognized the principle by adopting the standard that "at least two adjoining sides of the building should be freely exposed to light and air, for which purpose they should not be less than 60 feet distant from any opposite building." Clark, in 1880,³⁷ stated that no tree should be allowed at less distance than twice its own height from the house; and Lundy,³⁸ in the same year, said that schools "should be separate from all other buildings a distance equal to twice the height of the highest building in the vicinity." Later authorities approved and cited one or the other of the two standards.

Lincoln, in 1893,³⁹ presented as a substitute standard "that the line drawn from the foot of the school-house wall to the upper part of the other house should not form an angle with the horizon exceeding 30 degrees."

Rowe, in 1899,⁴⁰ introduced a new idea with respect to the relation of lighting in the schoolroom and the environment of the building. He

²³Barnard, *School Architecture*, pp. 38-9.

³¹State of New Jersey, *Report of the State Board of Education and the State Superintendent of Public Instruction for the School Year Ending August 31, 1874*, p. 85. William S. Sharp, Trenton, N. J., 1874.

³²Clark, T. M., *Rural School Architecture*, pp. 14, 21-6. United States Bureau of Education, Circular of Information No. 4, Washington, D. C., 1880.

³³Gardner, E. C., "School-House Architecture," *New England Journal of Education*, 3:206-7, April 29, 1876.

³⁴State of Kansas, *Report of the State Superintendent for the School Years Ending July 31, 1877, and 1878*, p. 46. George W. Martin, Topeka, 1879.

³⁵City of St. Louis, "School Hygiene," *Twentieth Annual Report of the Board of Directors of the St. Louis Public Schools for the Year Ending August 1, 1874*, p. 116. Democrat Litho. and Pub. Co., St. Louis, 1875.

³⁶Sanitation and Education," *Barnard's Journal of Education*, 25:246-48, 1876.

³⁷Clark, *op. cit.*, pp. 14, 21-6.

³⁸Lundy, C. J., "Light in the Public Schools, and School Life in Relation to Vision," *Eighth Annual Report of the Secretary of the State Board of Health of the State of Michigan for the Fiscal Year Ending September 30, 1880*, p. 28. W. S. George & Co., Lansing, 1881.

recommended that "areas and like passages contributing to the light of the building should be painted white, so as to reflect as much light as possible."

Rowe, in attempting to eliminate the factor of noise in the environment of the site, a topic for discussion in almost every article published since 1831 dealing with the site, suggested that the streets in the vicinity of the school be asphalted.

For the past 35 years there has been little change in the principles governing the environment of the school site. Of course, there have been many refinements in the technique of landscaping, even to the point of the development of a highly specialized profession of landscape architects; the types of industries and establishments to be avoided in the selection of the site have changed with modern civilization; and city zoning ordinances have eliminated many undesirable factors in school surroundings. But the fact remains that practically all of the principles concerning the environment of the school site which are generally accepted today were well developed before 1900.

DRAINAGE AND PHYSICAL CONDITION OF SITE

The third topic for consideration in a discussion of the school site is the drainage of the lot, a topic which includes the elevation of the lot, the nature of the soil, and the surfacing of the playground.

In all the literature on the subject published prior to 1854, there was no evidence that any attempts were made by school authorities to drain school sites, although some surface-drainage practices must have been common. Many of the earlier references, however, indicated the desirability of locating the school site on dry, hard ground, and the need for avoidance of low, damp situations. Barnard, in describing the grounds suitable for Infant Schools in 1854,⁴¹ introduced three new principles; that the playground should be graded, that it should be drained thoroughly, and that it should be covered with "small binding gravel." Burrowes, in 1855,⁴² advocated paving the playground with brick, and having the school lot slope gently to the south. Chase, in 1868,⁴³ in an extensive treatment on the drainage of the school site mentioned artificial drainage for the first time, saying that drains running in the direction of the slope of the land should be laid every twenty to fifty feet, and that "drainage should be complete from every part of the grounds." Standards in grading were first mentioned in a description of the school site at Genesee Falls, New York,⁴⁴ in which it was stated that the lot was graded with a fall of one foot in twelve for a distance of twenty feet in all directions from the building.

The *Cyclopaedia of Education*, published in 1876 by Kiddle and Schem,⁴⁵ warned against "made" ground for school sites, and stated that "the soil should be, if possible, light or sandy, or a coarse gravel." Sometimes school authorities went to the extreme in selecting elevated sites, for Fairfield, in 1881,⁴⁶ tells of one Michigan town in which the school was located on an eminence higher than the tops of the church spires.

Hunt, in 1886,⁴⁷ touched upon a new phase of drainage when he recommended that "the water-level in the soil should never be higher than seven feet from the surface," and Newholme, in 1889,⁴⁸ said that "the basement floor should be at least three feet above the highest level of the ground water." Newholme also stated that "soil in which the ground water is usually low, but liable to sudden variations in level, is less healthful than one in which the water is somewhat near the surface, but without great alternations."

Young, in 1891,⁴⁹ disagreed with earlier authorities in his statement that the "playground should never be paved nor covered with coarse gravel," and his objection to such surfacing was accepted by later authorities. Burrage, in 1899,⁵⁰ pointed out that a survey of all the adjoining country should be made in order to insure the selection of a site which could be perfectly and properly drained.

In recent years refinement in methods of grading and draining school grounds have been brought about with the development of the science of landscaping. Sandy loam soil, with a 15 to 25 per cent sand content is considered standard for school grounds.⁵¹ The most desirable

⁴³Lincoln, D. F., "School Hygiene," *Twelfth Annual Report of the State Board of Health of the State of New Hampshire for the Fiscal Year, 1893*, p. 248. Edward N. Pearson, Concord, N. H., 1893.

⁴⁴Rowe, Stuart H., in his *The Physical Nature of the Child*, pp. 147-8. Macmillan, N. Y. 1899.

⁴⁵Barnard, *School Architecture*, pp. 51, 54.

⁴⁶Burrowes, *op. cit.*, pp. 237, 253-4.

⁴⁷Chase, *op. cit.*, pp. 29, 65-6.

⁴⁸"Plans of Schoolhouses with One-School Room," *Barnard's Journal of Education*, 26:293-304, April, 1876.

⁴⁹Kiddle, Henry and Schem, Alexander J., *The Cyclopaedia of Education*, pp. 438-9. E. Steiger, N. Y., 1877.

⁵⁰Fairfield, M. W., "High Pressure vs. Hygiene in our Public Schools," *Proceedings and Addresses at the Sanitary Convention Held at Greenville, Michigan, April 11 and 12, 1882*, p. 200. W. S. George and Co., Lansing, 1883.

⁵¹Hunt, Ezra M., "The School and Its Appointments," *Principles of Hygiene for the School and the Home*, p. 290. Ivison, Blakeman & Co., N. Y., 1886.

⁵²Newholme, *op. cit.*, pp. 3-5.

⁵³Young, *op. cit.*, pp. 240-2.

⁵⁴Burrage and Bailey, *op. cit.*, pp. 3-5.

⁵⁵Strayer, George B., and Engelhardt, N. L., *Standards for Elementary School Buildings*, p. 9. Teachers College, Columbia University, New York City, 1923.

type of playground surface has not yet been agreed upon by authorities in the field, although Milwaukee and doubtless other large cities have been experimenting with various combinations of surfacing materials for over ten years.⁵² Continued effort toward the solution of the surfacing problem is one of the most challenging problems in connection with the school site.

SIZE AND FORM OF SITES

The fourth and last of the topics to be considered in connection with the school site is that of its size and form. Early records show that there was no uniformity in the size or form of plots of ground used for school purposes.

The Essex County, Massachusetts, Teachers' Association in 1833⁵³ set up the first definite standard with regard to size; an area of not less than one fourth of an acre. Potter and Emerson, in 1840,⁵⁴ accepted the earlier standard but stated that if the school grounds were to be used as an aid in the study of nature at least one acre should be available. The State Superintendent of Public Instruction of Indiana, in 1852,⁵⁵ raised the minimum standard from one fourth to one half of an acre, and Burrowes, in 1855,⁵⁶ said that the rural school lot "should be a full acre in extent" and advised that "less than half an acre should not be accepted, even as a gift." Practically every author writing on the subject of rural school sites from 1855 to 1900 recommended a lot containing one acre. There were, of course, a few exceptions varying in requirement from two to fifteen acres.⁵⁷

For city school lots, Barnard in 1854⁵⁸ stated that the minimum sized playground for 200 children should be 60 by 100 feet. The school board of St. Louis in 1874⁵⁹ adopted the policy of providing a minimum of 20,000 square feet for a school with 700 pupils. The *New England Journal of Education* in an 1880 editorial⁶⁰ stated that "the building should not occupy more than half the lot," and Philbrick, in a government publication in 1885⁶¹ said that the space devoted to a school should be twice as large as the school building, including contemplated future additions. The minimum of 30 square feet per child was looked upon as ideal by Snyder in 1896,⁶² but he considered such an allotment impracticable in New York City.

Only one author, during the entire period previous to 1900, set up any definite standard as to the proper form for the school grounds. Wickersham, in 1864,⁶³ recommended a rectangular lot with the length three times the width where the area was from one half to one acre in extent. With larger grounds, he said, the shape was not so important but even then the ground should form a compact body.

RECENT VIEWS

The era of rapidly growing cities brought with it the necessity for increasing school facilities. Additions to existing buildings were made. Soon the original site was completely covered with buildings. In many cases city development surrounded the school building with towering structures shutting out light and air. No playground remained. Such conditions resulted in a widespread movement to increase play facilities for city school children. Municipal playgrounds and parks were developed. The Playground and Recreation Association of America was organized. More adequate standards were evolved from extensive studies. Today, the school site must contain 100 square feet area per child, with a minimum area of 25,000 square feet exclusive of the areas covered by the building, walks, and landscaping.⁶⁴ High schools require additional space for the athletic field. There is a growing tendency to merge the municipal and school recreational centers, thus preventing duplication of effort and providing more adequate accommodations.

No history of school sites would be complete without giving a large amount of credit to those early pioneers who so materially assisted in the development of present-day principles and standards and who through their persistent efforts made it possible for the children of today to have the advantages of playgrounds and school surroundings near at hand, beautiful in aspect, healthful, and ample in size.

⁵²Wiley, Guy E., "Report of Division No. 1, Sites and Grounds," *Proceedings of the Tenth Annual Meeting of the National Council on Schoolhouse Construction*, pp. 21-2. Milwaukee, 1932.

⁵³Mann, *op. cit.*, p. 474.

⁵⁴Potter and Emerson, *op. cit.*, p. 528.

⁵⁵State of Indiana, "School Houses," *First Annual Report of the Superintendent of Public Instruction for the State of Indiana to the General Assembly*, p. 302.

⁵⁶Burrowes, *op. cit.*, pp. 20-3, 27, 235.

⁵⁷Wilmore, A. C., "Schoolhouses and School Grounds," *Indiana School Journal*, 19:431, October, 1874.

⁵⁸Barnard, *School Architecture*, p. 54.

⁵⁹City of St. Louis, "School Hygiene," *Twentieth Annual Report of the Board of Directors of the St. Louis Public Schools for the Year Ending August 1, 1874*, p. 116.

⁶⁰"The Week," *New England Journal of Education*, 11:184-5, March 18, 1880.

⁶¹Philbrick, *op. cit.*, p. 174.

⁶²Snyder, C. B. J., "Annual Report of the Superintendent of School Buildings," *Fifty-Fifth Annual Report of the Board of Education of the City of New York*, 1896, p. 221. John Polhemus Printing Co., New York, 1897.

⁶³Wickham, *op. cit.*, pp. 3-7.

⁶⁴Wiley, *op. cit.*, p. 20.



GENERAL VIEW, CENTRAL SCHOOL, WASHINGTONVILLE, NEW YORK
Galen H. Nichols, Architect, Albany, New York.

The Central School at Washingtonville, New York

Galen H. Nichols

The village of Washingtonville, N. Y., rich with historic interest and a fine colonial background, is located in a fertile valley near the city of Newburgh, N. Y. Since the spring of 1934 the community has been enjoying the educational advantages of a new Central School, housed in a building designed to facilitate a superior type of educational program. This new school building has been designed in keeping with the character of the village and stands serenely in a setting of fine trees and interesting approaches.

The school building furnishes complete accommodations for a kindergarten, primary grades, and a junior and senior high school. It fulfills the modern demand for a flexible and efficient operation of the educational units. It has been planned to meet the necessity of providing for village and rural children as high a type of educational service as is afforded in the large urban centers.

Organization of the School

The building accommodates a kindergarten and twelve years of elementary and secondary education, all thoroughly organized to meet the standards and the highest requirements of the New York State Department of Education.

The kindergarten and the first six grades of work are placed in classrooms on the first floor. Above the primary grades the classwork is organized on the divided-period plan which permits rapid reviews of previous lessons, a careful development of new work, and finally intensive study under teacher-guidance for mastering the new work. The course of study follows the state standards and includes ample health instruction, industrial-arts work, and home economics.

The high school, which is accommodated on the second floor is divided into a two-year junior high school and a four-year standard high school. In both divisions the academic subjects are supplemented by work in the industrial arts,

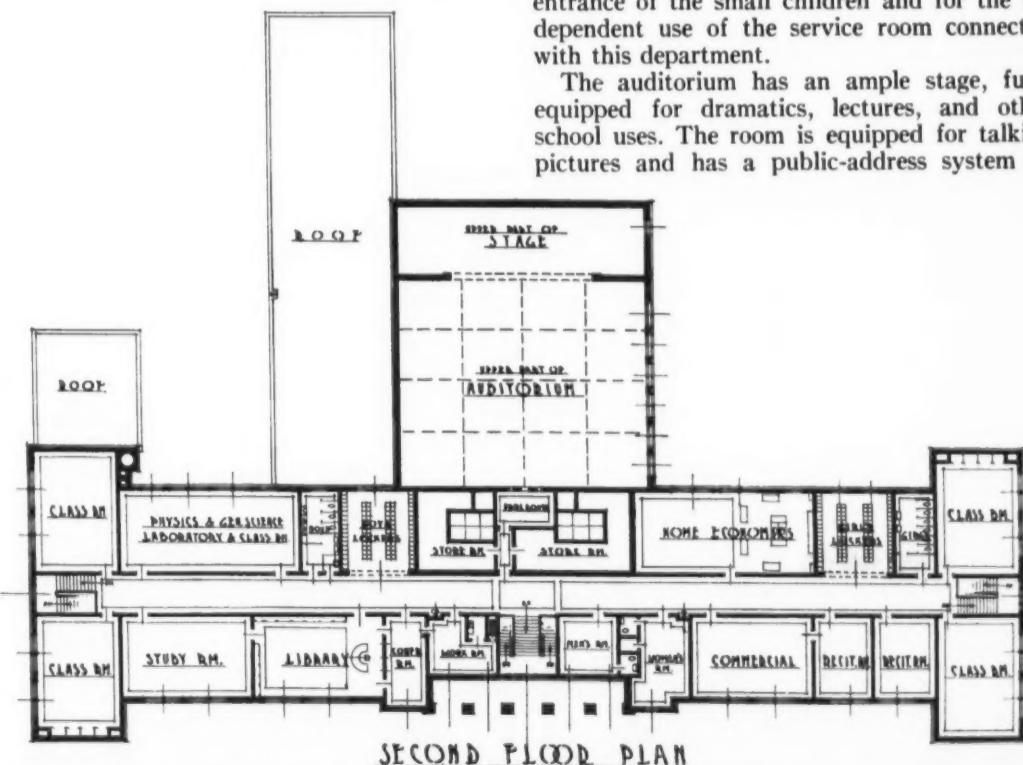
agriculture, household arts, and physical education. Vocational and educational guidance are an integral part of the work, and extracurricular activities are cared for in a period arranged for daily at the close of the school day.

The general assemblies are varied and constitute an integral part of the program; a weekly assembly is prepared and conducted by the students themselves. The daily lunch period which is arranged on a basis of four shifts, is considered a part of the educational program. It meets the needs of 350 pupils who live outside the village and who are brought to the school and returned to their homes in school busses.

The Building Accommodations

The building has been planned to facilitate administration, easy circulation between class periods, rapid exits in possible cases of danger, and a maximum use of such important units as the auditorium, the library, and the principal's office. This idea has controlled the placing of classrooms, of the library suite, the home-economics room, the agricultural classroom, the industrial-arts shop, the clinic, and the cafeteria. The multiple use of rooms has suggested the combining in one room of the auditorium-gymnasium, of the music room-cafeteria, and of the physics and general science laboratories. The kindergarten has been especially located for easy entrance of the small children and for the independent use of the service room connected with this department.

The auditorium has an ample stage, fully equipped for dramatics, lectures, and other school uses. The room is equipped for talking pictures and has a public-address system so



Central School, Washingtonville, New York

that it may be used for the widest variety of educational programs and community entertainments. When used as a gymnasium, the room is cleared by placing the chairs on long trucks and storing them under the stage. Rolling bleachers, electrically operated, are provided for athletic contests. In immediate connection with the gymnasium are the locker and shower rooms, storerooms for athletic equipments, and an office for the director.

The suite of rooms representing the general office and the principal's office is centrally located at the right of the main entrance. In connection with these two general rooms are the master clock and radio room, the vault where school records are kept, and the principal's toilet room. From his private office the principal may call any room by telephone and may also make general announcements by means of the public-address system.

The building is of fireproof construction. The floors and the foundations for the superstructure of steel are of reinforced concrete. The exterior walls are faced with colonial face brick selected for color and texture, and the trim is of limestone. All mortar joints are made with waterproof mortar, and the entire masonry work has been treated with a transparent waterproofing which prevents the entrance of dampness from



CENTRAL SCHOOL, WASHINGTONVILLE, NEW YORK
Galen H. Nichols, Architect, Albany, New York.

the outside and gives a fresh, clean appearance that will last for years.

In the symmetrical composition of the building, a large portico forms the focal point at the main entrance and serves as a shelter for the bronze-covered doors. As a tie for the interesting roofs of the central portion of the building, the cupola forms a graceful terminus to the

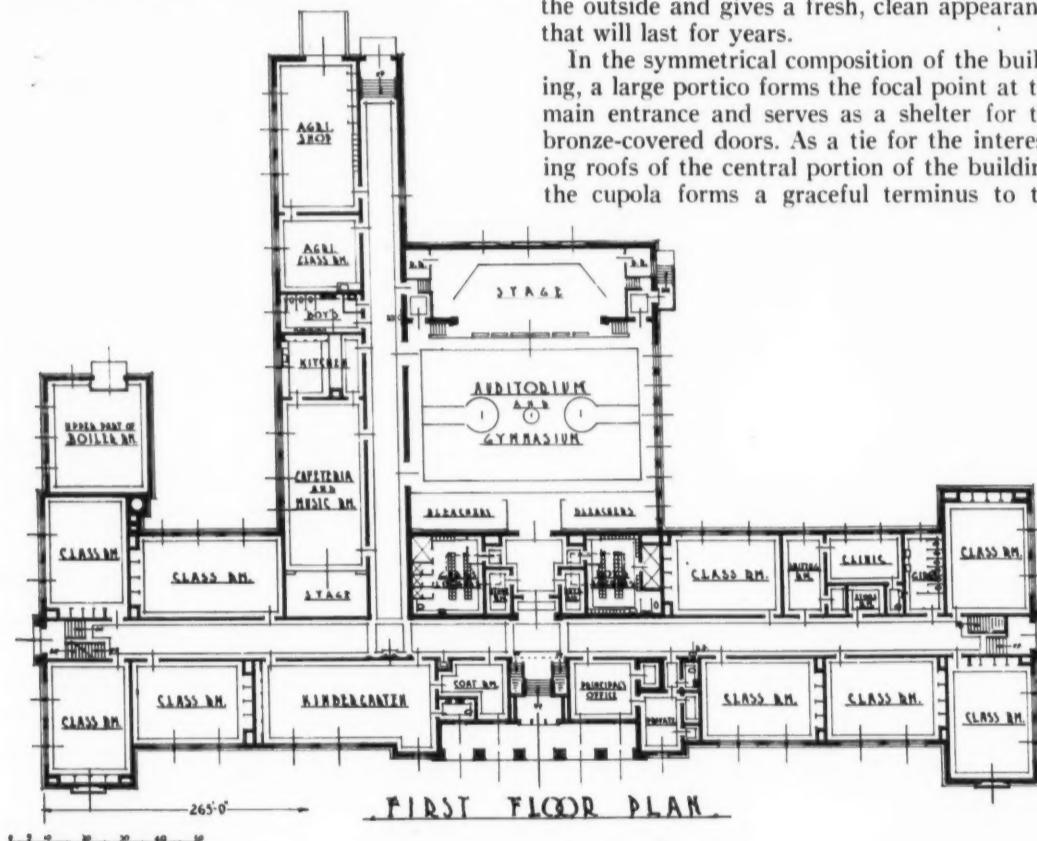
central motif. Each wing of the building is characterized by a marble plaque, relieving the severity of the blank walls and adding to the interest of the composition. At night the building presents an effective composition brought about by the lighting arrangement in the cupola and the portico ceiling.

The Classrooms

The classrooms make an efficient, comfortable appearance with their maple floors, glass blackboards, cork bulletin boards, and built-in wardrobes equipped with wooden hangers. Each classroom is equipped with unit heaters, and is vented through the wardrobes thus keeping the clothes well aired and dry. Classrooms are also equipped with light and dark shades, facilitating the use of visual instruction machines.

The library suite consists of a large reading room which is well equipped with standard furniture, a conference room partitioned off by glass so that groups of pupils may be easily supervised by the librarian, and a workroom which contains a sink, tables, shelves for books waiting to be mended or accessioned, and a storage closet. The conference room is used also for committee meetings and the meetings of the school board.

The floors of the corridors are of terrazzo, the wainscoting is of tile, and the sound-absorbing material used in the auditorium is set in decorative panels in the corridor ceilings. The library



PHYSICS AND GENERAL SCIENCE LABORATORY AND CLASSROOM,
CENTRAL SCHOOL, WASHINGTONVILLE, NEW YORK



AUDITORIUM-GYMNASIUM, CENTRAL SCHOOL,
WASHINGTONVILLE, NEW YORK



DETAILS OF FRONT ENTRANCE, CENTRAL SCHOOL, WASHINGTONVILLE, NEW YORK
Galen H. Nichols, Architect, Albany, New York.

and the principal's office have cork floors, and all interior trim is Philippine hardwood.

Mechanical and Electrical Equipment

All electrical installations were planned under the guidance of highly qualified electrical engineers with particular attention given to illumination, type of fixture, convenience, etc. Gymnasium lighting is dimmer-controlled and is placed above the ceiling, the transmitting lens of each light being $\frac{1}{2}$ inch thick and placed flush with the ceiling. Classroom lighting fixtures are mounted on the ceiling to provide well-diffused lighting over the entire area of each room rather than simply that portion of the floor occupied by the pupils' desks. Indirect lighting of the most approved type is used in the principal's office and library. The clinic and one special classroom each facing the north are provided with duo-purpose lighting fixtures, the globe of each fixture being recessed at the bottom and provided with a mazda sunlight lamp to provide the desirable ultraviolet rays. These lamps are separately controlled and are used during certain periods each day in the classroom and during health examinations in the clinic. The stage of the auditorium is completely equipped with dimmer-controlled footlights and border lights so that any color or combination of colors and intensities may be obtained, supplemented with spotlight controlled from the projection booth. The stage lighting is arranged

with proper stage hangings and scenery to facilitate school dramatic presentations.

The building is heated and ventilated by means of a vacuum-steam system, with two 130-h.p. oil-fired steel fire-box boilers, duplex vacuum-pump equipment, piping, direct radiation, ventilating units, etc. The oil-firing equipment is arranged for and provided with full automatic control equipment adjusted to operate between a maximum of $1\frac{1}{2}$ pounds gauge and a minimum of $\frac{1}{2}$ pound gauge. The class radiation, and ventilation is obtained with fresh air supplied by ventilating units and gravity exhaust to atmosphere through a system of vent ducts. The auditorium-gymnasium is ventilated by means of a central fan system. Fresh air is filtered, warmed, and forced into the room by a nonoverloading type multiblade fan driven by a four-speed changeable-pole-type V-belt connected motor. Automatic temperature control, of the pneumatic type, is provided for all direct radiation in all class and laboratory rooms and

in the auditorium and gymnasium. Temperature control is also provided for all ventilating equipment, including classroom units, which are of the mixing damper type, and a central fan system for the auditorium and gymnasium. Automatic control is also provided from the boiler room for all fresh-air-inlet and vent-outlet dampers, except the dampers in the vent ducts serving toilet rooms, which are manually operated.

The plumbing system is of the highest order. All fixtures, except slop sinks, are of twice-fired vitreous ware. Water closets are siphon-jet and laboratory rooms are heated with direct closets equipped with white metal diaphragm-type flushing valves, hard-rubber seats, etc. Urinals are of the stall type, with white-metal flush valves. Lavatories and plumbing fixtures other than water closets and urinals are provided with chromium-plated brass trimmings and fittings. The water supply is from the village

(Concluded on Page 71)



PRINCIPAL'S OFFICE, CENTRAL SCHOOL,
WASHINGTONVILLE, NEW YORK



LIBRARY, CENTRAL SCHOOL, WASHINGTONVILLE, NEW YORK

Per-Pupil Costs for Operation of the School Plant in Large-City Systems

Lester B. Herliby, United States Office of Education

The number of requests made to the United States Office of Education for comparative data relative to the cost of operation of the school plant in large cities has resulted in the preparation of the accompanying table.

This table lists by groups, which are arranged according to geographical position, 86 of the 93 cities in the United States with populations of 100,000 and more. It also presents the five largest cities of the nation, New York, Chicago, Philadelphia, Detroit, and Los Angeles, each with more than a million population, as a separate group. Thus, all except two of the cities of the first class in the United States have been used for this study.

On the basis of pupils in average daily attendance, the table gives the comparative per-pupil costs for the four subdivisions of the major item of operation of school plant for the periods of 1930 and 1932. In addition, it gives the totals in costs per pupil for operation for these two school years; and also those totals for 62 cities of this list on which the Office had available the necessary data for 1933.

For the purpose of this cost study, operation has been divided into four subdivisions of (1) wages of janitors, engineers, and others engaged in the operation activities; (2) cost of janitorial and other operation supplies; (3) cost of fuel, water, and light; and (4) other expenditures

for the operation of the school plant. For each of the subitems the per-pupil cost has been computed.

The five largest cities in the United States are presented as a separate group in order to eliminate the chance of their "tipping the scales" of the per-pupil cost averages in those regions to which geographically they belong.

In these five largest cities the average per-pupil cost for wages of janitors, engineers, etc., was \$7.83 each for 1930 and 1932. For supplies, the average was less by 17 cents per pupil in 1932 than in 1930. The fuel, water, and light bills were reduced in 1932 an average of 18 cents per pupil over that paid in 1930. On other costs and expenses of operation, there is an increase of 20 cents per pupil from 1930 to 1932.

The average of the total operation expense for the group in 1930 mounted to \$11.02. This per-pupil cost was reduced to \$10.88 in 1932. The average on four of these largest cities (New York City having been excluded for lack of data) as shown for 1933 is \$10.83; while for all

Costs per pupil in average daily attendance for the subitems and the total expenditures for operation of school systems in 91 cities, 1930 and 1932; and for 62 cities, 1933, total expenditures, populations, 100,000 and more

City Groups in Million and more class:	Population census, 1930	Average daily attendance												Wages of janitors, engineers, and others	Supplies for janitors and engineers	Fuel, water, and light	Other operation costs	Totals for each city	Total average all 3 periods
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
New York, N. Y.	6,930,446	990,433	1,000,650	.....	\$ 5.47	\$ 5.89	\$ 0.23	\$ 0.19	\$ 2.80	\$ 3.08	\$ 0.07	\$ 0.04	\$ 8.57	\$ 9.20	\$ 1932	\$ 1933	\$	\$
Chicago, Ill.	3,376,483	436,945	448,814	453,590	12.76	12.34	0.28	0.21	3.17	2.40	0.40	0.25	16.61	15.20	13.49	15.08	15.08	15.08	
Philadelphia, Penna.	1,950,961	243,862	248,064	272,724	5.66	5.97	0.28	0.26	2.14	2.50	0.04	0.07	8.12	8.80	7.73	8.21	8.21	8.21	
Detroit, Mich.	1,568,662	223,883	229,161	233,780	9.60	8.59	0.21	0.17	2.29	1.73	0.15	0.19	12.25	10.68	9.54	10.81	10.81	10.81	
Los Angeles, Calif.	1,238,048	216,612	238,340	237,646	9.32	8.74	1.58	0.31	2.10	0.97	....	2.12	13.00	12.14	10.58	11.87	11.87	11.87
<i>Average for the group</i>					\$ 7.83	\$ 7.83	\$ 0.38	\$ 0.21	\$ 2.68	\$ 2.50	\$ 0.13	\$ 0.33	\$ 11.02	\$ 10.88	\$ 10.83	\$ 12.09			
<i>Average of 4 cities used in each period</i>														\$ 12.35	\$ 12.80	\$ 10.83			
NORTHEAST REGION:																			
Boston, Mass.	781,888	113,146	123,781	124,962	\$ 7.69	\$ 7.13	\$ 0.31	\$ 0.23	\$ 4.03	\$ 3.69	\$ 0.17	\$ 0.18	\$ 12.20	\$ 11.23	\$ 10.19	\$ 11.17			
Pittsburgh, Penna.	669,817	90,756	95,825	98,173	9.69	9.74	0.53	0.39	3.62	3.25	0.51	0.63	14.35	14.01	12.75	13.62			
Buffalo, N. Y.	573,076	80,405	79,205	.....	11.20	10.31	0.55	0.62	6.24	5.20	0.92	0.36	18.91	16.48	....	....	
Newark, N. J.	442,337	70,382	69,358	76,045	7.65	8.41	0.23	0.44	2.50	2.48	0.39	0.35	10.77	11.68	9.41	10.58			
Rochester, N. Y.	328,132	46,925	46,441	48,712	9.25	10.92	0.43	0.61	6.03	5.19	1.58	0.73	17.56	17.45	15.05	16.66			
Jersey City, N. J.	316,715	43,295	43,511	.....	8.43	11.88	0.31	0.22	3.99	3.30	0.56	0.32	13.29	15.72	....	....	
Providence, R. I.	252,981	38,881	39,551	40,416	7.09	7.53	0.24	0.33	4.25	4.28	0.34	0.37	11.93	12.51	11.51	11.98			
Syracuse, N. Y.	209,326	31,799	33,400	.....	7.02	8.24	0.56	0.40	2.86	2.91	0.26	0.35	10.70	11.90	....	....	
Hartford, Conn.	164,072	25,749	26,551	26,460	10.37	10.29	1.39	1.78	5.33	5.22	....	....	17.09	17.29	13.75	16.04		
New Haven, Conn.	162,655	31,377	31,704	32,183	7.51	7.86	0.49	0.45	2.64	3.58	....	....	10.64	11.89	9.74	10.76		
Springfield, Mass.	149,900	24,354	25,304	.....	11.51	11.44	....	....	6.53	6.66	0.49	0.59	18.53	18.68	....	....	
Bridgeport, Conn.	146,716	25,476	24,660	24,844	6.24	6.85	0.54	....	3.35	2.70	....	....	10.13	9.55	10.09	9.92		
Scranton, Penna.	143,433	25,341	26,731	.....	5.87	5.83	0.20	0.16	1.88	1.87	0.13	0.21	8.08	8.07	....	....	
Paterson, N. J.	138,513	22,592	23,323	23,672	9.96	9.99	0.48	0.41	3.25	2.81	1.12	1.15	14.81	14.36	12.04	13.72			
Yonkers, N. Y.	134,646	21,159	21,789	22,563	7.22	8.71	0.40	0.32	5.87	4.91	0.09	0.06	13.58	14.00	13.08	13.56			
Albany, N. Y.	127,412	14,525	15,201	13,189	6.71	6.47	0.45	0.45	4.16	4.34	0.56	0.79	11.88	12.05	15.24	12.97			
Trenton, N. J.	123,356	17,418	17,848	.....	8.15	9.13	0.68	0.78	3.33	3.71	....	....	12.17	13.62	....	....	
Camden, N. J.	118,700	18,667	18,750	19,319	6.76	6.90	0.42	0.32	3.44	2.65	0.23	0.22	10.85	10.09	8.30	7.39			
Erie, Penna.	115,967	17,360	18,443	18,836	7.11	7.91	0.56	0.54	3.87	4.08	0.32	0.44	11.86	12.97	10.76	11.86			
Fall River, Mass.	115,274	17,734	14,789	14,450	8.22	6.04	0.50	....	0.78	2.17	....	0.83	9.50	9.04	8.51	9.05		
Elizabeth, N. J.	114,589	15,382	16,498	19,461	7.74	7.37	0.38	0.40	4.27	4.49	0.84	0.57	13.23	12.83	9.61	11.73			
New Bedford, Mass.	112,597	19,654	16,197	16,236	6.15	7.28	0.27	0.28	3.19	3.16	0.13	0.18	9.74	10.89	7.78	9.49			
Reading, Penna.	111,171	16,777	17,257	17,011	11.49	11.85	0.54	0.21	3.53	3.31	0.93	0.11	16.49	15.48	14.04	15.33			
Somerville, Mass.	103,908	14,668	14,933	15,128	5.83	6.64	0.21	0.20	3.26	3.86	....	....	9.30	10.70	9.85	9.95		
Lynn, Mass.	102,320	15,205	15,218	.....	6.76	8.68	0.22	0.36	3.29	3.52	0.22	0.32	10.49	12.88	....	....	
Utica, N. Y.	101,740	15,508	15,771	.....	5.28	5.53	0.49	0.41	4.71	4.44	0.13	....	10.61	10.38	....	....	
Lowell, Mass.	100,234	13,137	13,298	13,164	11.17	10.24	....	....	2.59	3.91	1.74	1.10	15.50	15.25	11.57	14.10		
<i>Average for the region</i>					\$ 8.39	\$ 8.72	\$ 0.42	\$ 0.39	\$ 3.99	\$ 3.78	\$ 0.46	\$ 0.36	\$ 13.26	\$ 13.25	\$ 11.23	\$ 12.70			
<i>Average of 19 cities used in each period</i>														\$ 13.52	\$ 13.23	\$ 11.23			
GREAT LAKES REGION:																			
Cleveland, Ohio	900,429	139,998	139,368	.....	\$ 8.22	\$ 8.01	\$ 0.64	\$ 0.58	\$ 3.63	\$ 2.61	\$ 0.67	\$ 0.51	\$ 13.16	\$ 11.71	\$ 10.19	\$ 11.17		
Milwaukee, Wis.	578,249	74,224	76,603	.....	5.39	5.31	0.39	0.25	4.76	4.74	0.11	0.02	10.65	10.33	....	....	
Cincinnati, Ohio	451,160	52,022	53,390	54,300	8.34	8.65	0.28	0.42	3.84	3.68	0.58	0.23	13.04	12.31	11.65				

Costs per pupil in average daily attendance for the subitems and the total expenditures for operation of school systems in 91 cities, 1930, and 1932; and for 62 cities, 1933 total expenditures, populations, 100,000 and more
(Concluded from Page 40)

City 1	Population census, 1930		Average daily attendance	Wages of janitors, engineers, and others				Supplies for janitors and engineers				Fuel, water, and light				Other operation costs				Totals for each city		Total average all 3 periods	
	2	3		4	5	6	7	8	9	10	11	12	13	14	15	16	17						
SOUTHERN REGION:																							
Baltimore, Md.	804,874	98,561	103,830	....	\$ 5.93	\$ 6.09	\$ 0.19	\$ 0.24	\$ 2.49	\$ 2.09	\$ 0.27	\$ 0.12	\$ 8.88	\$ 8.54	\$	\$	\$	\$	\$	\$	\$	\$	\$
Washington, D. C.	486,869	68,867	74,104	....	10.62	10.88	0.48	0.40	3.88	3.45	0.14	0.12	15.12	14.85	....	....	....	....	....	....	....	....	....
New Orleans, La.	458,762	51,383	56,420	58,291	3.26	3.70	0.20	0.13	1.11	0.72	0.26	0.24	4.83	4.79	3.99	4.51	....	....	....	....	....	....	....
Louisville, Ky.	307,745	37,135	38,609	38,969	5.85	5.83	0.08	0.05	2.44	1.50	0.40	0.40	8.77	7.78	6.14	7.54	....	....	....	....	....	....	....
Atlanta, Ga.	270,366	46,101	49,393	50,785	2.60	1.81	0.12	0.14	0.97	0.67	0.36	0.49	4.05	3.11	3.06	3.39	....	....	....	....	....	....	....
Memphis, Tenn.	253,143	29,587	36,288	....	3.28	3.18	0.47	0.32	1.55	1.44	0.06	0.04	5.36	4.98	....	....	....	....	....	....	....	....	....
Richmond, Va.	182,929	28,453	29,962	30,208	4.12	4.17	0.25	0.20	2.12	1.58	0.48	0.40	6.97	6.35	5.99	6.43	....	....	....	....	....	....	....
Nashville, Tenn.	153,866	22,531	24,234	24,862	2.08	2.10	0.20	....	1.21	1.35	....	....	3.49	3.49	3.29	3.40	....	....	....	....	....	....	....
Norfolk, Va.	129,710	22,640	24,861	24,436	3.71	3.14	0.25	0.17	2.09	1.48	0.19	0.18	6.24	4.97	4.35	5.16	....	....	....	....	....	....	....
Chattanooga, Tenn.	119,798	14,648	16,007	....	2.47	2.23	....	....	1.79	1.88	....	....	4.26	4.11	....	....	....	....	....	....	....	....	....
Wilmington, Del.	106,597	14,978	15,461	15,705	5.88	5.75	0.23	0.49	2.37	1.72	....	....	8.48	7.96	9.69	8.72	....	....	....	....	....	....	....
Knoxville, Tenn.	105,802	16,934	17,194	18,170	3.50	3.00	0.27	....	1.67	2.07	0.08	....	5.52	5.07	4.65	5.09	....	....	....	....	....	....	....
Tampa, Fla.	101,161	20,094	20,183	....	3.12	3.45	....	2.48	1.03	....	0.42	....	4.57	5.49	....	....	....	....	....	....	....	....	....
<i>Average for regional group</i>				....	\$ 5.11	\$ 5.09	\$ 0.23	\$ 0.29	\$ 2.11	\$ 1.71	\$ 0.24	\$ 0.18	\$ 7.69	\$ 7.27	\$ 4.72	\$ 5.23	....	....	....	....	....	....	....
<i>Average of 8 cities used in each period</i>				....	....	....	....	....	....	....	....	....	\$ 5.83	\$ 5.20	4.72	5.23	....	....	....	....	....	....	....
SOUTHWEST REGION:																							
Houston, Tex.	292,352	44,679	49,381	49,091	\$ 4.71	\$ 3.15	\$ 0.52	\$ 0.30	\$ 1.09	\$ 0.86	\$ 0.09	\$ 0.10	\$ 6.24	\$ 4.41	\$ 4.02	\$ 4.90	....	....	....	....	....	....	....
Dallas, Tex.	260,475	37,956	41,400	41,091	3.87	3.57	0.22	0.17	1.45	0.99	0.55	0.25	6.09	4.98	4.89	5.30	....	....	....	....	....	....	....
San Antonio, Tex.	231,542	29,199	34,931	57,800	4.00	3.22	0.23	0.17	1.28	0.87	0.28	0.29	5.79	4.55	4.01	3.82	....	....	....	....	....	....	....
Oklahoma City, Okla.	185,389	28,496	29,539	30,077	4.97	5.97	0.37	0.48	2.69	2.53	0.41	0.34	8.44	9.32	7.89	8.54	....	....	....	....	....	....	....
Fort Worth, Tex.	163,447	27,615	30,202	28,629	2.48	2.32	0.26	0.42	1.48	1.08	0.20	0.06	4.42	3.88	3.80	4.03	....	....	....	....	....	....	....
Tulsa, Okla.	141,258	24,590	25,792	14,486	5.05	4.82	0.22	0.47	3.16	2.82	0.81	0.52	9.24	8.63	7.70	9.64	....	....	....	....	....	....	....
El Paso, Tex.	102,421	16,463	18,433	17,479	2.44	2.99	0.17	0.17	1.53	1.29	....	0.05	4.14	4.50	3.38	4.02	....	....	....	....	....	....	....
<i>Average for regional group</i>				....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
<i>Average of 7 cities used in each period</i>				....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
ROCKY MOUNTAIN REGION:																							
Denver, Colo.	287,861	44,779	43,733	43,907	\$ 4.95	\$ 5.26	\$ 0.40	\$ 0.40	\$ 2.73	\$ 2.34	\$ 0.30	\$ 0.30	\$ 8.38	\$ 8.29	\$ 7.36	\$ 8.02	....	....	....	....	....	....	....
Salt Lake City, Utah	140,267	28,754	30,720	....	4.23	4.32	0.25	0.15	2.01	1.89	0.71	0.83	7.20	7.19	....	....	....	....	....	....	....	....	....
<i>Average for regional group</i>				....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
PACIFIC COAST REGION:																							
San Francisco, Calif.	634,394	66,919	67,377	....	\$ 7.62	\$ 7.97	\$ 0.58	\$ 0.62	\$ 1.83	\$ 2.19	\$ 0.40	\$ 0.49	\$ 10.43	\$ 11.27	\$	\$	\$	\$	\$	\$	\$	\$	\$
Seattle, Wash.	365,583	55,646	57,757	....	6.52	6.54	0.43	0.37	3.10	3.07	0.46	0.35	10.51	10.33	8.88	9.90	....	....	....	....	....	....	....
Portland, Ore.	301,815	45,742	46,734	....	5.52	5.23	0.33	0.32	2.55	3.34	0.79	0.23	9.19	9.12	7.96	8.75	....	....	....	....	....	....	....
Oakland, Calif.	284,063	46,158	46,818	....	5.73	5.03	0.18	0.46	2.44	2.39	1.55	1.24	9.90	9.39	8.51	9.27	....	....	....	....	....	....	....
San Diego, Calif.	147,995	22,373	23,832	....	5.52	6.67	1.12	0.45	2.15	2.57	5.16	0.54	13.95	10.23	9.04	10.99	....	....	....	....	....	....	....
Long Beach, Calif.	142,032	24,030	24,454	....	11.21	12.86	0.55	0.54	3.22	3.60	0.28	0.30	15.26	17.30	14.49	15.68	....	....	....	....	....	....	....
Spokane, Wash.	115,514	19,042	18,859	....	6.42	6.39	0.30	0.18	3.38	4.12	0.72	0.75	10.82	11.46	....	....	....	....	....	....	....	....	....
Tacoma, Wash.	106,817	18,164	18,467	....	6.51	6.24	0.45	0.23	2.23	2.06	0.24	0.23	9.47</										

THE AMERICAN School Board Journal

EDITORS:

WM. GEO. BRUCE



WM. C. BRUCE



A New Approach to the School Problem?

THREE are those who are complacently acting on the belief that the schools will be conducted in the future upon the same basis as they have in the past, and that with the return of prosperity the old order of things will be resumed. This belief contemplates an era of expansion, increased school budgets, the resumption of building operations, the restoration of former salary schedules, and the like.

The evolution now in progress, with its new economic and social trends, will unquestionably be reflected in the kind and quality of service that will be rendered by the public schools. Instead of a return to conceptions and notions which existed before the depression, new conditions will have to be met with new approaches, new methods, and new solutions. The vast changes, which have affected the relations of capital and labor, of producer and consumer, and the tendency in the direction of a more equitable distribution of the compensations of life, will find some form of expression through the channels of popular education.

The supremacy of power and the machine apparently has relegated man power to a secondary place, and education must again recognize the need of better training for leisure as well as for bread-winning occupations. Thus, the spiritual and cultural pursuits will come upon the scene with greater force and attention. In the education of the youth of the land, the vocational may not be neglected, but the spiritual and the cultural will unquestionably be more thoroughly emphasized.

It is becoming clearer that all children will be obliged to attend school until the age of 18, and that vast changes are coming in the secondary-school program. To what extent the schools and colleges will participate in adult education is problematic, unless much of the formality of the school can be dropped. Whatever the future will bring in the extension and expansion of the educational system in the upper levels, it is certain that they will involve new administrative problems, new financial difficulties, and an enlargement and modification of the school plant.

In the conduct of the schools during the next decade, it would seem that we can never come back to the easy-going post-war methods which assumed that the resources of the nation are inexhaustible and that we shall, therefore, continue to grow indefinitely in size, in amount of our expenditures for education, in school enrollment, in buildings and plant equipment, etc. We have been brought face to face with the hard facts of our economic limitations and with entirely new problems that arise from the taxpayer's neglect or refusal to meet the tax bill. We have come to realize what it means to carry on the best possible program of education with a limited income. We have found that we shall not be able to continue expanding the schools without full consideration of the remaining public services of the community and of the state.

The schools will not be able to meet the problems of the new day without considerably more long-range planning of administrative, financial, and educational-social programs and procedures. It is a mistaken notion to believe that funds will flow as freely as in the past, that it will suffice to reopen old courses, to return to the 1929 teachers' salaries, and to go on with building programs. It is quite certain that the new social set-up and the new economic situation will require a facing of the realities, and the wise solution of entirely new school problems. School boards as well as superintendents will be confronted with the need of giving a more efficient and a more profoundly responsible service than they have in the past.

Perhaps the problem of teachers' salaries will illustrate more readily the necessity for independent study of future administrative

policies and methods. It is clear that the market is flooded with teachers and they cannot continue to multiply institutions for teacher training. It is certain that the teacher of the future cannot be the docile, immature person who has been the product of the old type of normal school. The new university-trained teacher will know less of the mechanics of the classroom, but will have a broader cultural basis and larger intellectual interests to carry her on. It is certain that she will require during the first five years of her professional life more training in service than has the teacher in recent years. The acceptance of tenure will give her a security in her position not hitherto enjoyed by teachers. All of these factors mean that the teachers' salary schedule cannot be a mere mechanical device such as it has been in the past. It will require intensive study to adjust it to the new situation and to the new social standing of the teacher.

As in the case of salary schedules, it is very clear that the administrative office, the autocrat form of the administrative set-up, and the relations of school board and superintendent will deserve thorough, painstaking study. Boards of education and school executives may look forward in the next ten years to a most interesting and challenging time.

School-Board Elections and Citizens Committees

IN THE creation of the board of education for the medium-sized cities and smaller communities throughout the United States the elective system prevails. In some of the larger centers of population the appointive system obtains, as a rule the chief executive appoints and the city council ratifies, but in a few communities the courts of law appoint the members.

The elective system as applied to the smaller communities is a simple procedure. Where the candidates are known to the voting constituency, the choice is readily made. In the larger communities, however, the conscientious voter finds some difficulty in reaching a proper choice. There may be some excellent candidates whose character and capabilities are not known to the general public. The citizen who is called upon for school-board service may not care to exploit his or her candidacy in winning an election.

Thus, in some of the larger communities an agency known as a citizens' committee has been employed. This body makes a preliminary choice of a list of candidates, tells who they are and sets forth their claims to public support. Where this approach to a school election has been carried out in a high-minded and unselfish manner, excellent results have been attained.

To eliminate undesirable candidates, the law providing for the preliminaries may become the potent instrument. Thus, when the city of Indianapolis was for years afflicted with a troublesome, political, and inefficient board of education, its public-spirited citizens set about to secure a revision of the law and to inaugurate a new approach to the creation of that body. The result was a statute, which provided that:

Not later than forty days before the election of members of the board of school commissioners, as in this act provided for, householders of said city may present names of candidates for election as members of said board of school commissioners by filing the nominations in the office of the controller of said city in the manner following: Each candidate shall be proposed in writing by not fewer than 300 householders of said city; no more than one candidate may be named in any one petition, and no person may sign more than one petition for any election. Upon the filing of such petition in the office of the controller, as aforesaid, the controller shall place the same in the public files of his office, and for five days, the last of which shall be not less than thirty days before the election, he shall publish the names proposed in two daily newspapers of the city and, at the time required by law, shall certify such nominations to the regular board of election commissioners for said city election.

The law also provides that a citizen eligible to school-board honors must be twenty-five years of age, and that the member-elect shall be exempt from jury duty. It also provides that any member may be removed from his office upon petition of ten residents of said city to a superior or circuit court of the county in which said city is located, upon proof of either official misconduct in office or neglect of official duties or of conduct in any manner connected with his official duties, or otherwise, which attaches discredit to such office or to the school system, or for mental or physical inability to perform his duty as such member.

The member concerned is entitled to five days' notice and a copy of the charges. The law says that "such hearing shall be had promptly and without the formation of any issues thereon but such charges shall be regarded as denied."

Thus while the law may be explicit as to the method to be employed in the selection of school-board members, it remains that if the most meritorious candidates are to be chosen, public initiative must be resorted to in diffusing the necessary information to the voting constituency.

Some Considerations in School Budget Building

THERE is probably no task in the entire scheme of school administration which involves greater discretion, care, and judgment than that which involves the building of a sound budget. While all the figures employed in such a document are primarily centered upon the needs of maintaining an efficient school system such figures must be held also within the means at command.

There is an ethical, as well as practical approach to budgetmaking which implies not only a thoughtful appreciation for the upkeep and service of the school, but also a proper regard for the prestige and integrity of the system as such. Which means that nothing should be bought or bargained for that cannot be paid for.

There has been a tendency to engage in purchases and issue school warrants without realizing that an obligation once entered into must be met when it becomes due. In recent years some unethical school financing has been engaged in. There are school authorities who have continued to buy things simply because somebody has been willing to extend credit, knowing full well that the debt would not be met when it became due.

Thus, in budgetmaking it must become apparent that the honor and integrity of the community, too, must be borne in mind. The individual who manages his financial affairs in a loose and slipshod manner soon comes to grief. The community cannot afford any more than a single individual to engage in methods that can only be followed by dishonesty. The credit of a community involves a whole people; it is a thing that cannot be accepted lightly.

It remains to be said that deferred credits have a legitimate place in the world of finance. In school finance they must frequently be employed when capital investments are to be made. But when money is demanded for the operation of the schools, then credits must come within the short-time-payment period. These must be based upon anticipated income.

Thus budgetmaking becomes a task which weighs the relative importance of every item and the cost connected therewith. He who makes it knows what that item was last year and the year before, and determines prospective needs in the light of a prospective income. Only by making certain what the income will be can the budget-maker strike a balance between income and outlay and provide a budget that is sound.

Mechanical Devices in School Administration

IT HAS long been established that the teacher alone cannot make the best kind of school. Not only well-planned housing, but a utilitarian equipment, as well, go into the operation of a successful school. The modern school plant not only includes a building that is so arranged as to facilitate the operations carried on therein, but is equipped with devices that insure order, safety, and expedition.

The last summer school conducted under the auspices of the New York University included a lecture by R. H. Austin, the sales manager of a corporation engaged in the manufacture of so-called business machines. The lecturer, however, concerned himself especially with devices designed to serve the schools.

He championed modern innovation and combated old-time methods by saying: "If the fundamentals of education today are the much advertised three R's, then those who wish to return to those fundamentals should be willing to go back to the fundamental mode of traveling on a stagecoach; the fundamental method of living in a log cabin; and a great many other fundamental methods of doing things that have long since been abandoned by modern civilization."

He then enumerated such devices as the program clock, the telephone, fire alarms, the radio, time control, centralized communication, and public-address equipment. All are designed to facilitate the orderly and efficient operation of the school.

Unquestionably, the inventive genius, which has sought to understand the problems of instruction and educational management has

contributed much to the expedition of schoolroom labors. The thing to be remembered, however, is that the enthusiasm of the producer may lead to an overmechanization of the schools. The human touch will continue to have its value.

It remains for the school authorities to weigh every innovation and new device with judicious care. While labor-saving devices may prove desirable, it follows, too, that the schools must avail themselves of the things that make for efficiency, and that efficiency must be directed toward the moral, mental, and physical welfare of the child.

Many of the electro-mechanical devices, which have gone into the schools have demonstrated their utility and will of necessity remain.

Tightening Tuition-Fee Rules

THE question of nonresident tuition rates and the rules governing them is here and there coming to the surface for closer attention. Just as there are delinquent taxes so there are delinquencies in the payment of nonresident tuition fees.

The custom of permitting the students to attend the schools of a neighboring district affording better educational advantages is a benevolent one. The one school district pays to the other the cost of this privilege. Thus, the smaller unit lacking in high-school facilities, for instance, may avail itself of building accommodations of the larger and better-equipped unit located in its vicinity.

The arrangement, however, involves a financial consideration. Education costs money, and the unit that seeks to provide its students with high-school instruction in neighboring towns must stand ready to pay the cost. A town may find it to be more economical to send its students elsewhere than to maintain a high school of its own.

But, as already stated, delinquencies are coming to the surface. An Ohio township, for instance, is in arrears to the amount of \$6,272 on its tuition obligation to the city of Xenia, Ohio. The 130 township pupils were schooled at a rate of \$39 per pupil, while the actual cost is estimated to be \$81 per pupil. The township must not only pay up, but also pay a higher rate if its students are to be admitted to high-school privileges during the ensuing term. That is the dictum of the Xenia board of education.

Cases of this kind tend to a less generous policy in nonresident tuition matters. A board of education before accepting nonresident pupils will figure the actual cost involved and at the same time exact greater assurances for the payment of the tuition fee. On the other hand, school districts contemplating the sending of their students to out-of-town schools will be more cautious in entering upon obligations which must eventually be met.

School Zone Speed Limits

THE hazards which attend modern street traffic have enlisted the concern of school authorities, who have instituted precautionary measures for the protection of pupils in going to and coming from their school. These precautions include the patrol of street crossings either by the police or through students, before the opening of the schools in the morning and during the closing hour in the afternoon.

Throughout the country, signs are displayed noting that the traveler is entering a school zone. These traffic signs constitute a caution that the speed must be slackened and care must be exercised as to pedestrians who may travel on the roadway.

In recent months, newspapers in several sections of the country have called attention to the brisk driving through school zones, and the indifference or ignorance of automobilists as to safety of school children. In one city a number of arrests were made and severe penalties inflicted for violating the school-zone regulation.

An editor in discussing the subject said: "Fifteen miles an hour is not too low a speed for streets traversed by children going to and coming from school, or congregated near the building in recess periods. A child may dart from the sidewalk in front of a car at the most unexpected moment, and unless the driver is proceeding very slowly and with the utmost caution, a tragedy may follow before he can stop his car."

It remains to be said that children are inclined to lapse into a playful mood, and then become impulsive in action and unconscious of the dangers that may await them. School authorities everywhere should insist that the traffic regulations applying to school zones be strictly adhered to.

School Administration in Action

Make-Up of the School Report for a Small City

Emil Rinsch

It is a well-established practice in business to take an inventory at the end of the fiscal year and to determine the exact financial condition of a business establishment. From these findings it may be determined what policies are to be pursued in the future and where improvements may be made in present practices. It is only common sense to say that public schools should be managed according to well-founded principles of business and, as in business, a retrospect of the past should be taken so that a plan of action may be laid out for the future.

It is the purpose of this article to suggest, briefly, the desirable practices for the make-up of the small city superintendent's annual report, and also, to show how the content of the report may be best presented to win the support of the taxpayers.

What and For Whom Are Reports?

The superintendent's annual report is generally the business and educational inventory of the school. It relates to the largest single governmental business, namely, education, which is pursued in our country. It is primarily intended for the people—to summarize the year's work for the purpose of record and public enlightenment; to acquaint patrons and citizens with educational policies recently undertaken, and those which should be undertaken in the future; to point out the present and future needs of the school and to outline the course of development. In short, the outstanding purpose of the annual report is to sell the school to the community. The report is a business undertaking, a method of advertisement, a means to arouse public support when occasion demands it. For the schools can progress no faster than the public will let them.

The content and quality of a superintendent's report is limited by the superintendent's keen understanding of local educational affairs, his ability to apply sound principles of educational administration, his tact and judgment, and his available energy and means for collecting and intelligently interpreting the facts at hand.

No superintendent can sit down at his desk and without preparation write a report. He must assemble his material as he goes along from the daily happenings and records that accumulate during the year. It is a large problem to select the significant material that will make a good report. Such questions may well be asked: "What facts does the public need to be told about its school? How live are the issues? What degree of understanding do the citizens have of the school? What is the best policy for treating the school problems, and finally, what are the lines of future development?

No general rule can be given as to what should be considered good content material of a small-city superintendent's report. There is no score card by which a report may be judged; nor does a common measuring stick exist by which one may classify a report as good, bad, or indifferent. An examination of a large number of reports indicates that small-town reports contain discussions on every conceivable school topic and vary in essential subject matter. This is only natural for the vital problems of one community differ essentially from those of another community. The best report is the one which best fulfills the purpose of a given situation when these purposes are carefully considered. If the situation demands a financial treatment, this may well be the burden of the report. If there is no single need which overshadows all the others, a balanced report may be in order.

Size and Arrangement

Most school reports of small cities are 6 by 9 inches in size, in bulletin form, and contain 60 to

72 pages. This makes the pamphlet convenient to handle.

The covers show a marked predominance of neutral colors, such as gray, brown, green, and dark blue, chosen because they do not readily show dust and finger prints. Superintendents seem to consider it advisable to change the color of covers from year to year to prevent monotony and to make each year's report distinctive. Most reports have cover designs to attract the eye. These designs frequently include the seal of the municipality or the school district. Infrequently a design that illustrates the outstanding industry of the city is appropriately used.

In spite of its desirability, a table of contents, or an index, for ready reference is rarely supplied. As a rule, the content of the reports is presented in chapters, in sections, or simply in paragraphs. If the report is divided into chapters, each chapter is generally related to some major phase of the educational problem of the community. If the report is divided into sections, the number of problems presented is more numerous and the treatment is briefer. If paragraph divisions are used, a great variety of topics may be discussed, but the whole is likely to be monotonous in appearance. Just as in life so in the style of presentation of superintendents' reports, variety is the spice that adds interest and holds attention. If newspapers, advertisements, and magazines were written in the style found in some superintendent's reports, they would soon go out of business.

Subordinate reports of supervisors, principals, and department heads are sometimes incorporated in the report. These necessarily deal with a single issue. Their great usefulness consists in their definiteness and the limits to which they are restricted.

If education is the purpose of the schools, then certainly the instructional services and achievements deserve first place in the superintendent's report. With good reason educators are placing a great deal of stress upon pupil achievement. If the superintendent in his annual report can show the parents and citizens that the children are learning something, they will be more eager to co-operate with the superintendent and support his policies. The emphasis upon educational problems naturally varies from year to year as problems arise and successful solutions are to be recorded.

Attendance problems may be presented if school attendance is a vital problem in the community. Often attempts are made to show the relationship between school population, school census, school programs, truancy, working permits, permanent withdrawals, and enrollment statistics to school attendance. The relation between the age of the pupil to failure and withdrawal set forth in the annual report helps to enlist the co-operation of the parents.

Annual reports frequently treat health topics. Educators realizing the importance of health are desirous of educating the public in regard to its importance in school.

Parents, too, have a right to know the essential facts regarding the teachers who instruct their children. Accordingly, such data as the number and preparation of teachers, the teachers' loads, class sizes, and salary schedules are included in reports. In this connection some reports contain statements commemorating long and faithful service rendered. This is very appropriate.

School Costs and Other Statistics

No school report can escape pupil or cost statistics. A small-city superintendent should see that the statistics are clearly presented and well interpreted,

so that the reader may understand them, and make easy comparisons with other schools. A simple itemized statement of income and expenditure is usually depended upon, since any citizen of ordinary intelligence can follow through the list and gain some notion of the expenditures. Here is an opportunity to present to the public a comprehensive idea of what has been accomplished, to tell how this has been done, to explain and justify the amount spent, and to share the plans for the future. The statements should be exhibited in the simplest form, reduced to easily comprehended units, and interpreted by graphs and explanations.

A study of the local situation will reveal to the superintendent to what extent the cost factor should be dwelt upon. In some towns, it is desirable to include a table relating to the expense of maintaining each building and detailing such items as fuel, light, repairs, janitor services. Further tables may be necessary to show the comparative cost of salaries, books, supplies, and recreation. Certainly no superintendent will fail to give a statement concerning per-capita cost, assessed valuation, bonded indebtedness, total receipts and disbursements, total assets and liabilities, tax levies, and budget totals.

Illustrations and Graphs

A school report is hardly possible in these busy years without illustrations, tables, and graphs. The most effective graphs are those which are simple and easily interpreted, for no average school patron is going to sit and figure for hours what a graph means.

A few illustrations are deemed appropriate to enliven the school report. These usually consist of photographs of newly erected buildings, of medical inspection groups, of action groups of children engaged in classwork or displaying finished class projects. The most useful photographs show the constructive work of the school and they drive home the point. Pictures of empty classrooms, of old school buildings, and of school-board members contribute little to the furthering of school interests.

In the matter of tabulations and other forms some uniformity over a period of years is desirable so that comparisons may be made.

What Not to Do

The writing of reports as a matter of routine affair is not to be encouraged. In the best reports, it is notable that care is taken to avoid material that is irrelevant. Great masses of figures contribute little or nothing to the enlightenment of a community. Unless they are clear and readily statistical, tables are mere padding. This merely tends to disgust the patron and the purpose of the report is lost. The names of previous members of the board of education, of high-school and elementary-school graduates do not benefit the progress of the school system. Such useless materials may well be forgotten.

Other undesirable features found in small city superintendents' reports are lists of textbooks, schedules of lectures previously given, programs of teachers' institutes, competitive examination questions, graduation exercises, courses of study, orations glorifying the benefits of education, historical sketches, and too detailed financial reports.

In conclusion, it may be said that the school report is best which carries only school facts—presented truthfully which sets forth conditions frankly, and which is optimistic in tone and constructive in purpose.

ELIMINATING THE ROLL CALL FROM THE HIGH SCHOOL

F. J. Indall, Valley Springs, S. Dak.

Taking attendance in the high school where the students meet in general assembly, is usually not only an extra burden for the teacher in charge, but it is also time-wasting and a general nuisance.

We have hit upon the scheme of "punching the clock" in the Valley Springs High School. The novelty of it is attractive to the student and the burden of getting the attendance is shifted to him. On a piece of tagboard 9 by 24 inches in size are listed the names of every individual in the high school, and when he comes to school in the morning or at noon, he immediately registers the time of his arrival.

A section of the completed chart looks something like this:

Name	Mon.	Tues.	Wed.	Thurs.	Fri.
1. John Jones...	8:25	8:30	8:31		8:50
2. Mary Peters...	8:40	8:41	9:05	8:35	8:47

(Concluded on Page 46)



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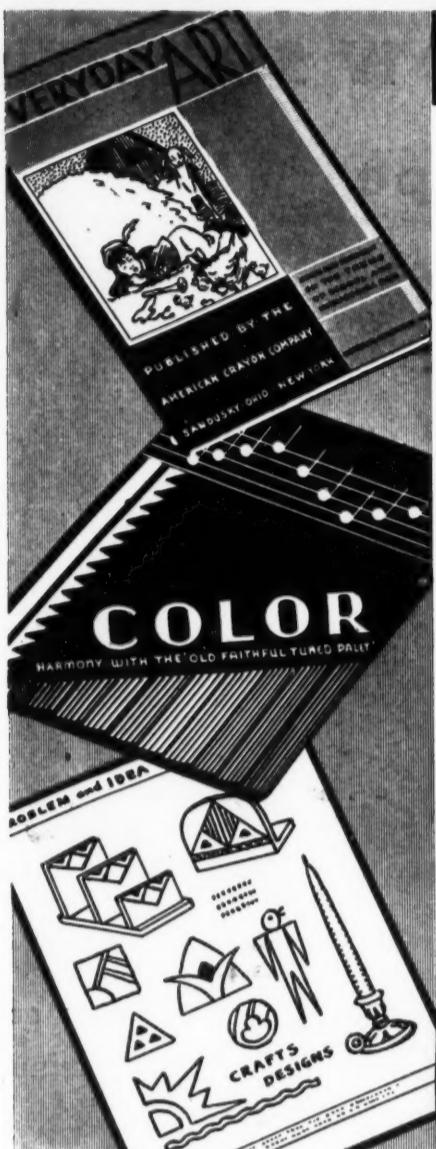


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(Concluded from Page 44)

At a glance the teacher in charge can tell who is present and who is absent. For instance: (a) John Jones was evidently absent on Thursday. (b) Mary Peters was tardy on Wednesday.

The chart makes clear the average time most students get to school. This makes ideal reference material for various purposes. The element of pride on the part of the student enters, since no one

likes public exposure of a fault. It seems logical to presuppose that, since the tardiness has become almost a negligible problem, this method has been instrumental in eliminating it.

The question of honesty has been checked, and there has been no difficulty on the part of any student in the school. The teacher can easily check on this, however, by a periodical follow-up and punishment for any offender.

his mental imperfections in his every act and falls an easy prey to the temptations and sins that are said to beset humanity at every hand.

"So it would seem advisable for one to watch his thinking; in fact, his very life may be involved in his mental processes. More and more it is becoming evident as a result of psychological research that man is living in a 'mental realm' and that thoughts are very powerful agents for good or evil."

Superintendent Tope then asks the pertinent questions: "Why do schools exist? For what purpose does school assemble in September and teachers take their accustomed places in the classrooms? The answers are many and varied. All sorts of reasons are advanced and many of these are in serious conflict."

"Books have been written for thousands of years and books have been studied for just as long a time. No one claims that books are the authority or that all education depends upon books. The medieval schoolmaster relied entirely upon Aristotle, and when he came to the missing page of descriptive matter on the horse he said: 'And now we shall never know what a horse is.'"

The schoolmaster then rambles along in his leisurely yet logical way and says: "There are many people who think that the business of the school is to train boys and girls to fit specifically into a particular trade, business, or professional classification just as soon as school days are over. They point out that the greatest evidence of failure on the part of the school and teachers today is to be seen in the lack of any such definite preparation. I hear this in Grand Junction. It is common talk everywhere. It seems I never get away from such a philosophy of education no matter how unsound it has proved to be in the history of humanity. I heard it on a golf course in Seattle a few weeks ago when I was hoping to remove myself from any semblance of work and responsibility for a time. Such people think that the great problems of life are entirely too simple. Ripley in his 'Believe It or Not' cartoon a short time ago said

(Concluded on Page 48)

A Superintendent and His Teachers in a Confidential Confab

Some of the school superintendents have made it a practice to address their teachers at the fall opening of schools and say something that is worth while. Supt. R. E. Tope, of the Grand Junction, Colorado, schools, spoke to his teachers in a cozy yet an inspiring sort of way, saying something that is well worth telling about.

Superintendent Tope began with a quotation from Shakespeare, and then lapsed into the following philosophic outlook: "The first lesson in the study of human character is that everyone wrestles with his own fate, not in the public amphitheater, but in the profoundest secrecy. The world sees him only as he comes forth from the concealed conflict, a blooming victor or a haggard victim. It is a solemn truth that in spite of his manifold intercourses every man lives alone. In what is most himself and what is deepest in his spiritual relationship he lives alone. Frequently the most intimate comrades of life, when the whole tale of days is told, know little of each other. The real personality dwells in an inviolate sanctuary."

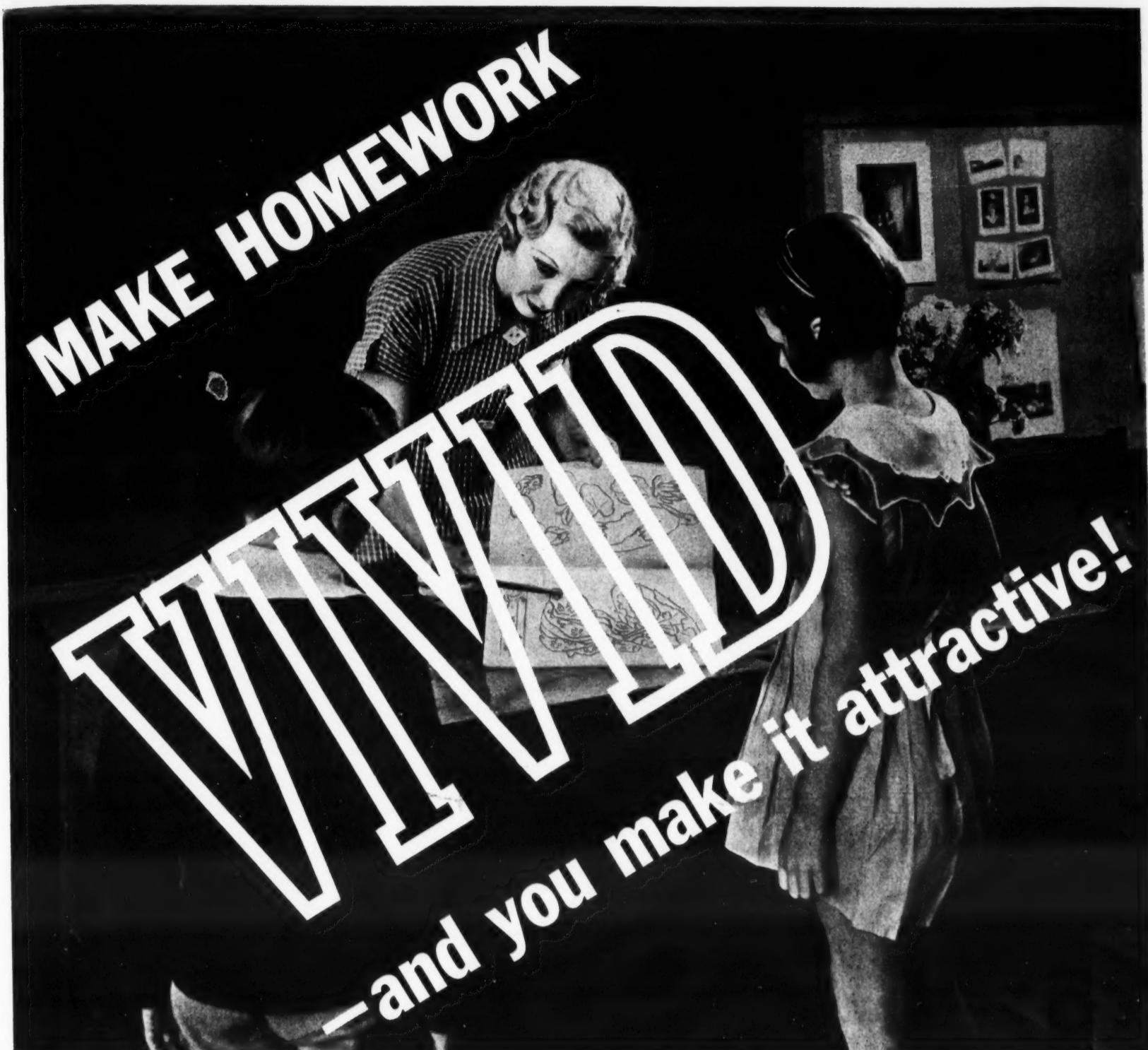
"Suppose an individual at the close of a busy day would be handed a paper with the admonition to review and study the contents, and to his utter amazement would discover that there in cold type was reported every thought that entered his mind

during the day. What would an examination of such a manuscript reveal? To what extent would the individual desire to have it printed and distributed among his friends and acquaintances?

"Our thoughts are our own. They are of our own coinage and we are responsible for them. In this way personality is developed. If the thoughts are wholesome and if the individual can be master of them then a noble individual is molded in the crucible of human development, but if the thoughts and desires become too strong for human frailty to resist, then an immense amount of human wreckage is a result.

"Train the mind to think along lines of honesty, uprightness, morality, temperance in all things, love of country and fellow men, kindness and good will to everyone, courtesy and forbearance, courage to do the right, and these thoughts and actions will be externalized in a clean-cut personality, a healthy body, a buoyant spirit, a congenial associate, and a good workman.

"If, on the other hand, the mental storehouse is stacked to the highest shelf with fears, doubts, envies, animosities, greed, and worse, he is more than likely to have these evils stamped upon his features; his very mode of living betrays him; his unwary conversations convict him and he manifests



TEACHERS labor over it...pupils grumble at it. That simple operation of getting homework into pupils' hands makes for lost time...lost efficiency...lost *interest*...But the Vivid Duplicator infuses new thoughts, pictures, interest, into what used to be a chore.

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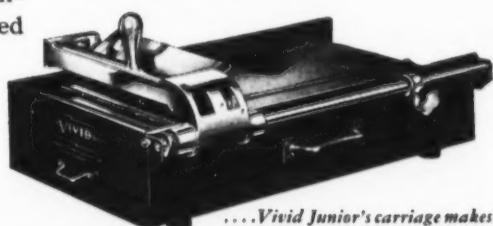
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STANDARD MAKES EVERY MINUTE COUNT

(Concluded from Page 46)
that Baldwin who founded the great locomotive industry was trained to be a watchmaker."

He concludes by saying: "When is a thing learned? When I have 'heard of it'? When I have 'observed it'? When I have 'said it back'? When I have 'given attention to it'? When I 'have done it'? When it has 'impressed me and affected me'? When I have 'resolved to give serious consideration to the matter and be guided in my attitude or conduct in the future'? When my subsequent behavior is 'actually modified and continuously influenced' by the thing learned?

"The last statement suggests the correct answer. It may take place in books or it may not. It may take place in experience or it may not. It may take place through teacher effort or it may not. Teaching is a great adventure for we are always trying to find the welding influence that brings into activity the learning process. Teach what you do teach as if it were the most important thing in the world. Convince yourself so to being with and then 'sell your idea' with enthusiasm to your pupils. Each day when you go to your task have a little surer conviction that your subject matter is of enduring value and worth while, that your method is sound and that you are getting some definite results from your efforts."

School Administration Notes

NINE-POINT LESSON PLAN INTRODUCED IN NEW YORK CITY SCHOOLS

A nine-point lesson plan to simplify instruction and to help teachers in classroom teaching, has been introduced in the schools of Districts Nos. 13 and 14, Manhattan, in New York City, according to a recent report of Robert J. Frost, District Superintendent of Schools.

In achieving one or more of eleven possible aims in teaching a lesson, Mr. Frost indicated that the nine-point plan is especially effective. The nine points to be observed in every lesson plan are as follows:

1. Careful preparation of the lesson by the teacher

to see that she has the other eight points necessary.

2. The formulation of a definite worth-while aim toward which the whole lesson is directed.

3. The selection of the type of lesson suited to that aim.

4. Motivation of the lesson.

5. Class participation.

6. Use of visual aids.

7. Economizing of time.

8. Checking of progress toward the achievement of the aim.

9. Making all classroom procedure conform to a standard of beauty and harmony.

These nine essentials of a lesson, said Mr. Frost, have been definitely worked out so that every teacher has a manual of the exact procedure for every lesson.

NEW ACTIVITIES IN THE SCHOOLS OF WAYNESBORO, GEORGIA

The administration department of the public-school system of Waynesboro, Ga., has taken action, extending the system of schoolbook rentals to include the first seven grades. The department is continuing its plan of placing the emphasis on the physical and social sciences in the senior high school and of placing foreign languages in a less important position. As a result of the change in emphasis, a course in elementary economics has proved most popular in the school.

Despite the disadvantage of decreased school revenue, the department has introduced music and art in the elementary schools. The amount of instructional supplies for teachers has been doubled.

NONATHLETIC EXTRACURRICULAR ACTIVITIES

Nonathletic activities in high schools of the United States range in number from 1 to more than 50, and are classified into seven major groups, including student government, school service, and honorary organizations; social, moral, leadership, and guidance clubs; departmental clubs, publications and journalistic organizations, dramatic clubs, literary societies, forensic activities, and special interest clubs, according to a statement issued by the U. S. Office of Education.

The findings of the study show that graduates of high schools who participate in nonathletic and extracurricular activities carry over these activities into similar activities in college. There was an increase of 179 per cent in the number of nonathletic activities in four high schools within a radius of 50 miles of Chicago from 1913 to 1930, according to the report, and

this increase was eight times greater than that for athletic activities.

The report also shows that there has been a marked increase in the number of nonathletic activities in high schools with large enrollments over those with small enrollments, and that the range in activities varies considerably within schools of the same enrollment.

Again, nonathletic and extracurricular activities have a carry-over influence into adult life. Data from 529 graduates of a private secondary school show that 32 per cent report carry-over influence from the high school to later life out of school. Similar data from 293 public high-school graduates disclose a carry-over influence slightly less than that reported for private high-school graduates.

The report reveals that although 174 schools do not require pupil participation, about three-fourths impose restrictions as to number and types of activities in which students may participate. About one fourth of the schools give credit for participation; 33 per cent of the four-year high schools award such credit. Small high schools giving credit outnumber all groups in this respect.

A study of the purposes of 606 extracurricular activities in 24 schools of a selective type reveals that 53 per cent state as the purpose extension of pupil interest; 36 per cent claim arousing of pupil interest in specific activities, and 35 per cent contend that it is a means of providing a better use of leisure time.

THE MODERN SCHOOL EXHIBIT AT INDIANA STATE FAIR

An old school of one hundred years ago and a modern school of today were exhibited side by side at the Indiana State Fair during the week of September 1 to 5, through the instrumentality of Mr. M. C. Townsend, State Commissioner of Agriculture. A complete log schoolhouse was erected and immediately adjoining it a complete 1934 rural-school building was put up.

Under the direction of Mr. F. R. Noffsinger, of Bloomington, Ind., a set program was held in each of these buildings so that it was possible to see a typical class of 1834 in operation and to observe their primitive methods. A modern schoolroom which was equipped with all the newest devices used in a school of today was in charge of teachers from the Indianapolis schools. The finest instructional methods were demonstrated with classes from the Indianapolis elementary schools.

The exhibit was the outstanding one at the Fair and

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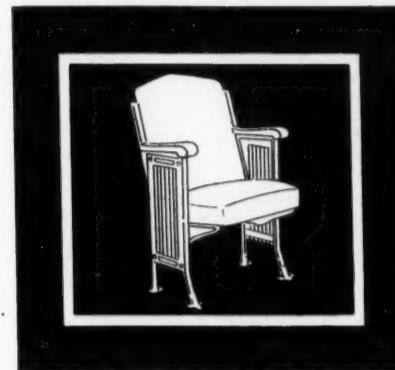
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attracted a great deal of attention. It proved a convincing argument for present-day schoolhouse plans and modern school equipment.

School Law

School-District Government

On an issue whether the superintendent of schools failed to visit the subdistrict schools of his county, after the superintendent testified that he visited every school except a certain one, the evidence of his failure to visit another school was admissible to contradict him, though he was not charged in pleading his failure to visit such other school (Ky. statutes, § 4404a). — *Meade County Board of Education v. Powell*, 71 Southwestern reporter (2d) 638, 254, Ky. 352.

In a proceeding to remove the superintendent of schools, admissibility and weight of evidence and credibility of witnesses are for the county board of education and not for the courts, which cannot inquire into the motives of the board for ousting the superintendent (Ky. statutes, § 4399a-7). — *Meade County Board of Education v. Powell*, 71 Southwestern reporter (2d) 638, 264 Ky. 352.

A statutory duty of the superintendent of schools to visit each subdistrict school of his county requires him in good faith to timely visit schools while in session (Ky. statutes, § 4404a). — *Meade County Board of Education v. Powell*, 71 Southwestern reporter (2d) 638, 254, Ky. 352.

Where a principal was denied a contract through alleged unlawful action of the superintendent, an action would lie against the superintendent, and her bond. — *Meade County Board of Education v. Powell*, 71 Southwestern reporter (2d) 638, 254, Ky. 352.

In determining whether the electors of a school district have a right to recall the members of a city school board, the school code governs, and the city charter provisions must be interpreted in conformity therewith (school code). — *Gerth v. Dominguez*, 34 Pacific reporter (2d) 135, Calif.

The members of the Los Angeles board of education may be recalled by the electors of the school district including the territory outside of the city, and therefore the signatures of the electors residing in the district but outside of the city, were proper on a recall petition, as were the signatures secured by circulators residing in the district but outside the city (Calif. school code, 2.55, 2.113, 2.114, 2.470, 2.471,

2.472, 2.54, 2.971 as added by the statutes of 1931, p. 2511, 2). — *Gerth v. Dominguez*, 34 Pacific reporter (2d) 135, Calif.

Where all the members of a board of trustees of a common-school district are present and take part in a meeting of the board, any irregularity in giving notice of the meeting is waived, and an action taken at such a meeting by a majority of the members is valid. — *Hlavka v. Common School Dist. No. 83*, 255 Northwestern reporter 820, Minn.

School-District Property

A materialman firm selling brick to a dealer who sold brick to a contractor for use in a schoolhouse had no claim to benefit of statutory security which did not extend to the payment for materials by one who was neither contractor nor subcontractor but merely a dealer; it being immaterial that brick was made especially for the job (G. L. Ter. Ed. c. 149, 29). — *Claycraft Co. v. John Bowen Co.*, 191 Northeastern reporter 403, Mass.

A school district is not liable to a student injured through the negligence of a fellow student, even though the latter acted under a teacher's order or direction. — *McCloy v. Huntington Park Union High School Dist. of Los Angeles County*, 33 Pacific reporter (2d) 882 Calif. App.

School-District Taxation

A school district, by accepting a grant and loan of money from the Federal Government under the National Industrial Recovery Act, becomes subject to the terms thereof and the regulations thereunder for the administration and expenditure of funds obtained (National Industrial Recovery Act, §§ 203, 206, 40 USCA, 403, 406). — *Montana State Federation of Labor v. School Dist. No. 1, Helena*, 7 F. Supp. 82, Mont.

A budget required to be prepared by the board of education of an independent school district for separate schools of districts need not be itemized so as to show the separate amounts required for different purposes (Okl. statutes of 1931, § 7040). — *Kansas City Southern Ry. Co. v. Excise Board of Le Flore County*, 33 Pacific reporter (2d) 493, Okla.

Where a school district accepted a grant and loan of money from the Federal Government under the National Industrial Recovery Act for the construction of a school building, a labor union and taxpayer, before being entitled to resort to a court of equity to enjoin the school district from hiring workmen and paying wages contrary to the purpose and spirit of the

act, was held required to exhaust a remedy before the Board of Labor Review established under the act (National Industrial Recovery Act, §§ 203, 206, 40 USCA, 403, 406). — *Montana State Federation of Labor v. School Dist. No. 1, Helena*, 7 F. Supp. 82, Mont.

Where a school district accepted a grant and loan of money from the Federal Government under the National Industrial Recovery Act for the construction of a school building and the school district proposed to hire workmen and pay wages contrary to the purpose and spirit of the act, the labor union and the taxpayer were held entitled to injunction *pendente lite* pending proceedings before the Board of Labor Review for the determination of labor controversies (National Industrial Recovery Act, §§ 203, 206, 40 USCA, 403, 406). — *Montana State Federation of Labor v. School Dist. No. 1, Helena*, 7 F. Supp. 82, Mont.

Teachers

Where all members of the board of trustees of a common-school district were present at a special meeting and took part therein, the employment of a teacher at such a meeting was valid, notwithstanding the fact that notice of the meeting was irregular and would have been insufficient if all members of the board had not been present. — *Hlavka v. Common School Dist. No. 83*, 255 Northwestern reporter 820, Minn.

Where a principal was denied a contract through an alleged unlawful action of the superintendent, an action would lie against the superintendent, and her bond, or a person who unlawfully usurped a teacher's place and received pay therefor, or against both, but not against the public and its funds which could be made liable only in the manner provided by law. — *Whitehurst v. Smith*, 155 Southern reporter 683, Miss.

Pupils

The statutes giving a school committee general charge of the public schools includes the power to determine within reason what pupils shall be received and rejected (G. L. Ter. Ed. c. 71, §§ 37, 47). — *Antell v. Stokes*, 191 Northeastern reporter 407, Mass.

A rule of the school committee prohibiting the solicitation and initiation of secret student organizations, under penalty of exclusion from school, and requiring the officers of such organizations to file certain information concerning them, was held within the authority of the school committee (G. L. Ter. Ed. c. 71, §§ 37, 47). — *Antell v. Stokes*, 191 Northeastern reporter 407, Mass.



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Pupils persistently violating the rules of the school committee, especially after making an expressed promise to obey them, may be excluded from the schools by the committee acting in good faith (G. L. Ter. Ed. c. 71, §§ 37, 47).—*Antell v. Stokes*, 191 Northeastern reporter 407, Mass.

A high-school principal under a rule of the school committee, prohibiting the initiation of new members into unapproved secret student organizations had authority to prepare for pupils' signatures registration blanks containing a pledge to observe the rule (G. L. Ter. Ed. c. 71, §§ 37, 47).—*Antell v. Stokes*, 191 Northeastern reporter 407, Mass.

LAW AND LEGISLATION

♦ Attorney General Bricker, of the State of Ohio, in a recent opinion, has held that boards of education may force the resignation of teachers who marry during the life of their contracts, where there are rules in effect barring the employment of married teachers. A rule against the employment of married teachers was adopted by the Dayton board in 1922 and up to the present time no teacher married during the school year has tested out the rule.

♦ Attorney General Philip Lutz, Jr., of Indiana, in a recent opinion, has ruled that under a state law, where there is no commissioned high school in a town, the school authorities must grant a transfer to the students so that they may attend a school which is commissioned.

The ruling was given in a case involving the parents of a number of high-school students of the town of Speedway, who wished to attend the Indianapolis high schools. The school authorities had refused to grant the transfer to the students and had proposed the establishment of a four-year high school in their own community.

♦ The Appellate Court of California, in a recent decision in the case of *Fidler v. Board of Trustees of California*, held that a teacher forfeited her right to employment because of her refusal to teach.

The teacher of a school district, considered a permanent teacher, was offered a contract of employment for a school year after the beginning of the year, at an annual salary lower than that received by her during the previous year, and she returned the contract unsigned because of a question in the salary. It was held that the governing board could not dismiss the teacher, because it could not consider her action as a refusal to sign, when the evidence showed that the board met to consider her supposed refusal to sign, and the board knew that her refusal had been

so qualified that it could not be treated as such. It was held that a teacher is not bound to abandon views held in good faith as to the compensation he or she is entitled to on pain of forfeiture of permanency.

♦ The Supreme Court of California, in a recent decision in the case of *Caminetti v. Board of Trustees of Jackson Union High School District*, upholds the right of a teacher to her salary after reinstatement.

The court, in its decision, found that the teacher "is now and has been since the commencement of the proceedings in 1931, entitled to perform the duties and services of a probationary teacher." The court pointed out that, where a teacher brings an action against the governing board of the district to compel the payment of her salary, the board cannot allege as a defense that the teacher had disqualified herself by removing her credentials from the office of the county superintendent.

♦ Attorney General J. W. Bricker, of Ohio, has rendered a decision, in which he upholds boards of education that adopt rules giving them authority to discharge teachers who marry while under contract. Mr. Bricker held that boards of education may adopt reasonable rules governing teachers, and that teachers are bound by the rules the same as if written in the contract.

♦ The city solicitor of Waltham, Mass., in a recent opinion, has ruled that the school board has authority to dismiss all married female teachers, irrespective of whether or not they are on tenure, provided its action is in good faith and in the public interest. The opinion was given at the request of the school board to determine its action on the advisability of dismissing married women teachers with husbands employed.

Hygiene

ADMINISTRATION

♦ A new educational set-up for Indiana to bring about more effective legislation and state-board rulings for the benefit of education in the state has recently been proposed by W. E. Condon, county school superintendent of Crown Point. Approval of the program, which will drastically change the method of selecting the state board of education, will be sought at the next session of the legislature.

The new plan embodies the dividing of Indiana into nine educational districts, each of which would hold its own conference at least once a year. District members would be selected on the basis of one for each 50,000 population, with no county having less than one nor more than five lay members; one member

from each standard normal school and college; one classroom teacher or principal for each 200 teachers; one board member from each county, together with county and city superintendents; one township trustee from each county, and one labor representative for each 50,000 population, with no county having less than one nor more than five representatives.

♦ Governor Horner, of Illinois, has proposed the appointment of a commission to undertake a study of school conditions in the state, with a view of ascertaining their need of relief. The appointment of a survey commission has been urged by school groups in various parts of the state. Its membership would be representative of school interests in the state.

♦ Chicago Heights, Ill. The board of education has planned to resume a number of emergency educational projects which were financed with federal funds during the past winter. Nursery schools, classes in Americanization, and classes in adult education have been organized. The board has completed plans for a new course of study in geography which is to be prepared during the coming winter.

♦ Niles Center, Ill. In order that the maximum number of students might attend high school in the district, Supt. R. E. Cotanche, of Dist. No. 69, Niles Center, installed a three-year school four years ago, with an initial enrollment of less than 50 students. The high school this year has attained a registration of slightly over 250 students. All of the fourth-year students are in attendance in high schools of the surrounding communities. The arrangement is an economy for the school district and permits a wide choice of subjects and courses for the fourth-year students.

♦ Columbus, Ga. The school board has appointed a special committee to undertake a revision of the school curriculum.

♦ The birthplace of William Holmes McGuffey, author of the famous McGuffey readers which made their first appearance in the public schools 75 years ago, was the scene of a memorial meeting on Sunday, September 23, near West Alexander, Pa. The program consisted of choral singing by school children, appropriate addresses on McGuffey, and the dedication of a marker erected by Henry Ford.

♦ Portland, Oreg. Under a new regulation, teachers of the city schools are required to submit certificates from physicians regarding health and hearing. Examination costs have been set at \$5, with the teacher paying one half, and the school board the other half. Teachers were given an extension of time to December 1 to complete the examinations.

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Teachers and Administration

WINNETKA TEACHER-TRAINING PLAN

The public-school system of Winnetka, in co-operation with the North Shore Country Day School and the Francis Parker School, have established a graduate teachers' college for intensive training in the newer educational methods of university graduates desiring to go into teaching, supervision, or administration. The college invites a small number of highly selected students who give promise of making a real contribution to education. It is a strictly professional school and one half of the student's time must be given to actual classroom work with children.

TEACHERS AND ADMINISTRATION

♦ Hartford, Conn. The board of education has approved a new plan for aiding local teachers to secure additional professional training while in service. The plan provides for five extension courses in teaching methods and guidance, to be given this fall and winter by experienced educators, and to be open to all instructors in the schools.

Under the Hartford consolidated plan, it is assumed that standards for teacher backgrounds will be gradually raised, and that the future permanent salary schedule will allow a definite increment for additional professional training of the teachers. The new courses will be of help to teachers who wish to earn credits for salary increments.

♦ Springfield, Mass. The school board has adopted a new policy for spreading employment in the evening schools among regular teachers and those lacking positions. In the evening-school and immigration classes, more than half of the teachers have been selected from the unemployed group.

♦ Lynn, Mass. The school board revised its rules governing smoking by teachers and has prohibited the use of tobacco on the school grounds. The new rule replaces a rule in effect since 1927 which declared that no man or woman who smokes shall be considered a desirable teacher.

♦ Lowell, Mass. The board of education has adopted a motion and recommendation involving radical changes in the substitute teaching list for grammar

and primary schools of the city, presented to the board by Alice W. Sheehan, a member of the board. The new plan is intended to give assistance to graduates of the state teachers' college, since the permanent and substitute list was established in 1930. It provides that qualified graduates of the teachers' college who apply shall be called for service in rotating order, according to alphabetical arrangement and year of graduation. The plan does not abolish the present substitute list.

♦ Minneapolis, Minn. The board of education has restored the five days' sick leave a year with pay, which had been abandoned in 1933 for economy reasons.

♦ Andover, Mass. The board of education has been asked to approve a revision of the rules governing the two-year-experience requirement for teachers. The revised rule, prepared by E. J. Grover, secretary of the board, modifies the two-year rule as required under the present rules.

♦ Minneapolis, Minn. The board of education has adopted new rules directed against music teachers giving private lessons in school buildings, or soliciting pupils for private instruction. Teachers who violate the rule will be suspended.

♦ Elyria, Ohio. The school board has approved the appointment of six new teachers, who will serve as "cadet" teachers. They were given regular teaching assignments but will receive substitute pay, due to the fact that they came into the school system without previous experience.

♦ As an indication of the fine professional spirit among the members of the school faculty of East Chicago, Ind., the administrative department of the school system has prepared a summary, showing that a total of 78 instructors were in attendance at summer schools of 28 different educational institutions during the past summer. Of the 78 instructors, 13 were enrolled at Columbia University, 11 at the Chicago University, 9 at Indiana Teachers' College, 8 at Indiana University, 7 at Colorado University, 4 at Purdue University, 3 at Northwestern University, 2 at Butler and Pestalozzi, and the balance were distributed among 19 other institutions which offer professional courses for teachers. Five instructors completed courses leading to the M.A. degree and one earned a B.S. degree.

♦ Under a new rule of the Indiana State Board of Education, all teachers desiring to obtain an administrative license must complete work for a master's

degree, which is based on not less than 30 semester hours of graduate work. The rule goes into effect on January 1, 1935.

♦ Minneapolis, Minn. The board of education has approved a report of its special committee, providing for the payment of a salary bonus of \$155,000 to teachers and other employees, made possible by larger tax collections than had been anticipated. Payment of the bonuses, which began in October, will be continued through December and will result in a reduction of the salary cuts for these months from 26 to 13 per cent.

♦ Columbus, Ohio. The board of education has voted a 5-per-cent increase in pay for teachers on the school staff. The increase is in effect a partial restoration of salary cuts and applies to all teachers.

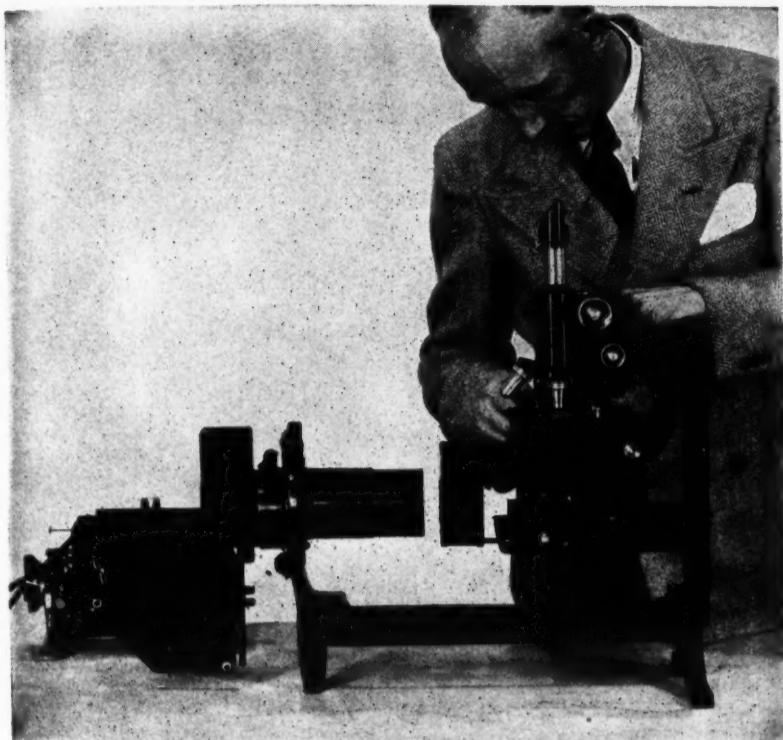
♦ Worcester, Mass. A total of 300 teachers in the schools have received automatic pay increases of \$100 since the reopening of the schools in September. The increases will involve a cost of \$30,000 a year, and between \$8,000 and \$9,000 the balance of the fiscal year ending on November 30.

♦ Louisville, Ky. The school board has called a conference to discuss the matter of the teachers' salary schedule. The teachers' associations have voted to oppose another 10 per cent salary suspension this year. Representatives of these organizations have sought to learn how city finances can be adjusted to permit the payment of full salaries as provided under the teachers' contracts.

♦ Duluth, Minn. The board of education recently voted to pay teachers' salaries for September on the 1933-34 scale, subject to revision at a later date. The board's action was taken in lieu of a pending decision by the State Supreme Court on the tax-levying powers of school boards. The outcome of this decision will determine future expenditures of the schools, especially those affecting teachers' salaries.

♦ Haverhill, Mass. The school board has given promotional salary increases of \$75 each to six teachers.

♦ Elyria, Ohio. The board of education has adopted amendment to the principals' salary resolution, setting a \$100 minimum allowance for a principal. The original resolution provided that a principal should receive \$20 a year, in addition to her regular teaching salary, for each teacher under her supervision. Under the system it was found that an assistant principal could receive more salary than the head principal of a school.



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Group study desk work with "American" Universal desks in table formation. Grand Rapids, Michigan, public school.



A classroom illustration sent in by a teacher. A pathologic example of bad sitting, unavoidable bad posture and dangerous eyestrain.



Group study desk work with old type chair desks in Midwestern school. An example of unavoidable bad posture and eyestrain.



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Factors in Teaching Remedial Reading

(Continued from Page 32)

Remedial Teaching Depends on Memoriter Learning

There is a tendency in recent reorganization of schools to advance children into curricula, methods, and social situations in advance of their mental maturity. Much problem-solving is demanded under the new philosophy of teaching, and the justly condemned memoriter learning is being entirely omitted. This is a mistake, for the person who has a trained memory, able to acquire facts quickly, and a mind furnished with the experience of the race ready for immediate recall and instant use has a valuable store of wealth. The universal weakness found in the pupils studied was poorly memorized knowledge and poor memory functioning. Remedial teaching is concerned in developing memory where that function is wanting. The writer feels that ability to memorize is due to school and home training rather than to inherent ability.

Mastering Neglected Mechanics. When material suitable for junior-high-school readers has been found, approach to independent work must be made through overcoming neglected steps in the mechanics of reading. As a means of doing this, a unit called "The Mastery of New Words" was prepared for the oldest group in remedial reading. The unit was presented in the following order:

1. Use the dictionary to find
 - a) The meaning of words.
 - b) The pronunciation of words.
- The first use was satisfactory; the second generally a failure. The reason for the failure was found to be lack of ability to use marks — to blend syllables — to use accent.
2. Teach, as a specific unit, letters with their sounds and marks.
3. Teach a unit on syllabication, prefixes, suffixes, roots.
 - a) Analyze words.
 - b) Synthesize words, real, and nonsense.
4. Teach accent, pitch, and time.
5. Give drill in use of speech organs, breathing, consonants, articulation. Give group and individual practice in the co-ordination and control of speech organs.

Speech and Reading. Many poor oral readers do not talk well but conversation, especially dialog, permits time for breathing, allows ellipses, substitutes gesture, facial expression, and voice modulation for explanation. Oral reading requires the smooth, continuous co-ordinated action of many muscles; how many, the writer has no idea. It is said that playing classical music requires sixty mental operations a minute. The mechanics of oral reading probably does not require so many, but the mechanics is wasted effort unless it can be connected immediately with interpretation. The oldest group taught in this four years' experiment came for one hour's remedial training a day for one year. The pupils were American children, and they generally knew the words in the unit studied after they could say them. It was necessary, after word mastery became easier for them, to see that word-calling was not the end of their study. In order to secure oral reading given with interpreting emphasis the same plan of thought organization used with the younger children was called into play. All the material read for analysis was narrative and could easily be interpreted by the same simple set of questions:

Who or what is this about?
What happened?
When?
Where?
How, how much, how little?
Why?

Selecting the phrases and clauses which answer these questions seemed to place the emphasis and to determine the rhythm required for interpretation. Written reproduction was sometimes necessary for clarification when a number of descriptive time-phrases and location-phrases were used.

Blackboard Used

In addition to these often-used old-style methods, it is necessary to add that the blackboard was in constant use. The justification for using the board lies in the triple service that it renders. The pupils being taught needed activity, supervision, and socialization. The blackboard permits all of these factors of remediation. Moreover, chalk is cheap and that must be considered.

The need of elaborate remedial programs could be reduced, too, if, as formerly, more attention could be turned to profitable socialized review. Contests stimulate and vitalize reviews. Memory depends either upon emotional conditioning or repetition. Both are necessary in elementary teaching.

Phonics and Diacritical Marks. As has been said, the remedial teacher finds that no pupil can gain much help in pronouncing words from the dictionary if he does not know the significance of diacritical marks. Yet the teaching of these marks is not only omitted from our modern curriculum, but woe be to the antiquarian who would advocate its inclusion. And the matter was grossly overtaught in the period of its popularity. The writer will never forget how to spell *cir-cum-lo-cu-tion*, with its "cedilla c, tilde i, macron through the c, breve over u, long o, macron through the c, long u, primary accent on the fourth syllable and secondary accent on the first syllable." The writer never has forgotten the marks or their meanings. She does not know when she learned what a syllable was nor what accent means, but her pupils do not know the simple fundamentals of word mastery and they must be taught a part of it at least.

Just where to begin the use of diacritical marks will differ, undoubtedly, with different groups. A few reading texts use them without comment. As soon as the dictionary is used or needed to guide to pronunciation, the questions about the meaning of marks will arise. In the class of children having defective speech much time was spent in articulation drills. A little girl about third-grade age, although not on that book level, asked why *a* was in *ball* and *bat* and *face* when the sounds were different. The words were marked and from that time on she asked to have the vowels marked. Older pupils in the grades requiring much reading and large vocabularies found the diacritical code confusing, unless they were given enough drill to make the sound recognition a reflex response. Then it solved the pronouncing problem when syllabizing and accent were understood.

Pupils, who have begun to learn to read in a language in which letters carry sounds differing from their English sounds need much help in sound recognition. For instance, the Polish *w* sounds like *f*. Other languages lack the *th* and the *ch* sounds. Very careful explanation and drill is needed to overcome these confusions. An interesting use of words was shown when English Hattie had to say at home "to tin the beets" in the fall and Polish Alex stayed at home "to tin de beets" in the spring. Hattie was canning beets, but Alex was weeding the rows in the beet field where they grew too thick.

The success met by a pupil in his attempts to turn marks into meaning will depend upon his ability to perceive differences in form. The selective discriminations made by the blind, who read Braille point with their highly trained finger tips, show to what refinement this sense can be developed. The very much more gross requirements of letter recognition by sight can be acquired in many ways. The student-teachers utilized the forms suggested by mental testing, using dissected squares and circles for simplest training. A prototype of the popular jig-

saw puzzle was made by mounting pictures from bright-colored books on cardboard, then cutting them into regular and irregular forms. This training was given to the pre-reading and the primer groups. Five-year-old children today are assembling more difficult puzzles than were used for sixth-grade ability two or three years ago. It seems probable that the national concentration on the recognition of form should provide pre-school or out-of-school training in that necessary perception that will assist children in learning to read.

Reading for Interpretation

The same outline used with the younger children was used in all groups to test reading for comprehension of material. Interpretation by rate of reading, modulation of voice, and grouping of words and ideas grows out of analysis of thought. Many artificialities occur in the efforts of children to read well orally. Too rapid enunciation, drawling, murmuring, muttering, too high pitch, droning monotones are some of the personality projections that must be overcome. The intimate relation between speech and reading cannot be overstressed. So few American children speak well, and speech, the clear enunciation of vowels and syllables, is not taught in our elementary schools. The home is trusted to transmit the pure English idiom. Poor speech is accepted as an irremedial family heritage.

Teachers are permitted to go into schoolrooms to instruct when their speech is glaringly inarticulate. They are trained in public speaking but not in private speaking. One reason that reading is difficult is that the formal English of the texts is so entirely unlike the vernacular of the home and playground. A story told recently illustrates this. A physician was examining the throat of a young boy from the country in a room in which an electric fan was running. "Do you feel that air?" inquired the doctor. "That 'ere what?" asked the boy. "That 'ere fan," said the country-bred doctor, lapsing quickly into the boy's vernacular.

In the matter of interpretation the student-teacher had to guard against permitting or urging the pupil to imitate her rendition of the material read. Artificiality is very hard to overcome, because the pupil is trying conscientiously to do what some teacher has taught him to do. "Read louder" often results in unnaturally high pitch. "Read with emphasis" brings sing-song. "Don't read so fast," slows down to an adhesive drawl. Overcoming these mistakes requires time. If the teacher could be sure that the pupil will never need oral reading, the mastery of silent reading may stop short of conquering the interpretation, and for many children it must stop there. But pleasing oral reading is a prerequisite to all secondary education and should be acquired early and gradually. Interpretation, when natural, will differ with the personality of the reader. It is the reader's privilege to project himself into the thought of the author. Certain mental and emotional attitudes must be reckoned with in interpreting the printed page. Children whose lives are narrow and drab find emotional expression difficult. Simple dramatization helps the child to feel the situation. Correlated projects provide reality, and emotion must be genuine to be convincing.

The Mechanical Blockades

With the pupils here reported upon, the major obstacles to good oral reading were mechanical blockades. The logical attack corrects mechanics first, that is, it makes the mechanics of the performance easy, fluent, automatic, in turn, before approaching the very necessary vehicle of thought and emotion which is called interpretation.

As has been confessed several times, the teacher of these groups harked back to some very much condemned and very antiquated methods in her attempts to bring success to the unsuccessful. In order to maintain morale the pupils had to be kept on advance work whether they could read it or not. Twelve-year-old children need geography and are interested in history. Both subjects were used in supervised study groups. Much use was made of concert reading, because more advanced material could be covered in concert reading than in individual work. Further advantages are the unified effort, the assurance developed in the weak and timid pupils, and the faster rate at which social-science material can be covered. The groups were small compared to homeroom groups. They never contained more than twelve pupils, and it was easily possible for the teacher to know what each pupil was doing. The form of the concert work changed often. At times

(Continued on Page 56)



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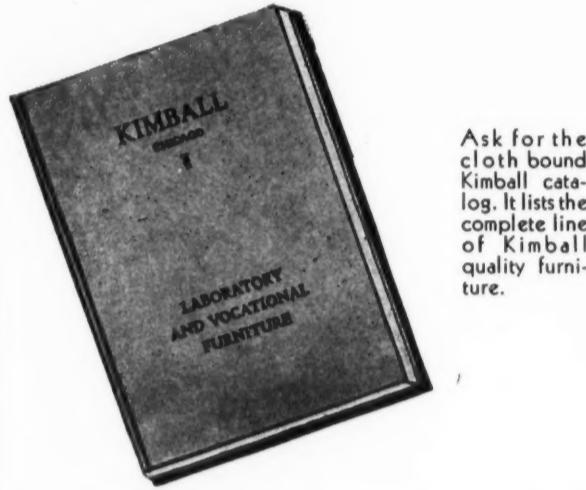
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(Continued from Page 54)

the pupils read the easy words and the teacher read the hard ones, and then the process was reversed. The sessions were not very formal or dignified, but more mature material could be used than in the regular classes working on reading mechanics.

English Composition. It will be seen that every class, including problem-solving arithmetic, was essentially a reading class. English composition was used more regularly than in normal rooms. This began in the corrective-speech group and was continued through all the groups. "Writing maketh an exact man" was exemplified. Writing brief narratives, covering seven points, was a daily activity that correlated closely with reading interpretation. One who is used to expressing himself in writing interprets the printed page more easily than does he who does not write. It has been said that the remedial teacher finds reading to be so identified with all other school subjects that almost every lesson is a reading lesson, but the pupil who expects to secure 100-per-cent functioning from his reading ability must also be able to write.

Writing demands the fusion of several thought activities: Normal children have plenty of thoughts. They love to talk and they hate to write. Writing requires mental co-ordination of five activities. The writer must consider at the same time these elements:

1. He must know what he wants to write about.
2. He must organize his thinking in logical or at least sequential order.
3. He must select words to clothe his thought.
4. He must use legible penmanship.
5. He must be able to spell, if he transmits what he desires to tell to the reader.

Oral Composition

In the study of pupils' difficulties, the daily exercise of telling a brief story orally was the approach used to English composition. Description and reproduction were tried as material, but the two difficulties encountered, unaccustomed vocabulary and forced interest, led to dropping those forms. The pupils liked to talk about their own experiences and they wrote most easily on the same subject. Thus the selection of the subject and the organizing of material in the form of an oral theme was always

preliminary to writing. For composition definite standards were used. These were:

1. A check list for punctuation.
2. A list for oft-repeated mistakes in syntax.
3. A list of needed spelling words.

When composing became at all fluent, the number, interest, and need of the ideas to be told in the story were considered. The themes were always brief, at first half a page, later a full page. When fluency was impeded by form, form was sacrificed for a while but it was not disregarded.

Spelling. While this was a by-product of composition, it was also taught formally. Its correlation with reading and speech required formal attention.

About half of the older pupils found spelling very difficult. Observation of their learning habits showed that some successful pupils depended upon phonic analysis for aid. The best spellers have total visual recall. Their minds are photographic. The second best hear syllables in words. For the 85 per cent of the language that is phonic they are pretty safe. Other pupils learn by writing. They *feel* the form in the act of muscular discharge, as a pianist feels the discharge of memorized music. Many young pupils fix form muscularly by tracing in the air. Older boys, especially some who were in spelling confusion, using alphabet cards and desk pads, placed the words in clear type and learned by slow but careful selection and comparison. Some seemed to remember by unison oral chanting. Since all study was supervised many devices were tried. But since the use of spelling is in written communication, no word was considered learned until it was written. The matter of concentrated attention to the subject in hand was the usual badly needed preliminary. Some pupils developed the ability to visualize the word wanted. They had never tried to train their visual memories. Others could not do this and had to depend upon less vivid recall.

Writing Aids Reading

Penmanship. Among the later elementary pupils in probably three fourths of the cases penmanship was illegible when they entered the group. Two types of illegibility were found and each received correction according to its need. Some of the pupils

had never been taught to write. They had attended overcrowded rural schools, where penmanship had been crowded out, or they belonged to roving families who never stayed long enough in one place to learn to write properly. The other type had been taught writing movement but they had never been taught to form the two kinds of letters of the alphabet, small and capital, *correctly*. Every teacher knows that teaching a normal child to write is not difficult if the teacher can begin at the beginning. But unlearning a well-fixed psychophysical skill requires a rigorous determination.

In this instance, manuscript writing was resorted to because it supplied: (1) a new kind of penmanship; (2) it furnished accurate letter standards; (3) it permitted slow performance where speed had been a contributing distorting factor; and (4) it was a worth-while experiment for student teachers.

The results were satisfactory for the group as a whole, although the influence of the college writing department which emphasizes a rapid arm movement operated to return to the glide. The standard letter forms were used and the writing of the group became legible, though not speedy. Speed, however, was never desired in the groups taught. Some of the children were crippled, some were slightly neurotic, some were overgrown, some were underdeveloped, and more than half of them were preadolescent or early adolescent, all were pupils needing to be taught to work steadily but calmly, with a minimum of pressure.

The use of manuscript writing to fix correct letter forms insures clearness of outline in letter formation. In addition the pupils were given the following check list for aid in rating their own work.

1. Are my letters shaped correctly?
2. Does the writing meet the base line well?
3. Is the slant uniform? Test with obliquely ruled lines.
4. Is the spacing correct?
 - a) Between letters?
 - b) Between words?
5. Is the size appropriate?

The matter of form seemed to require greatest attention in the details of letter making. The instructor did not ban all finger movement for its use seemed necessary. Arm-movement drill received its

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proper share of attention. Much blackboard work was used for the younger children. Teaching them was not difficult, but re-education in a psychophysical skill that has become automatic requires a pretty sharp readjustment in method. At first, blackboard rhythm drills seemed pleasurable and profitable.

With legible penmanship, recognizable spelling, and clearly defined standards of composition, the brief themes became worth while both to the writers and to the readers. It must be understood that the comprehensive and detailed theme work was given only to those pupils who were or should have been working on or above the fourth-grade level. With the younger pupils the usual gradual introduction of the elements of English composition was found to be successful when presented slowly. In this as in every other subject, the best way to straighten out confusions and to integrate the partially learned facts was found to lie in presenting a comprehensive survey of a subject showing:

1. What is to be learned; i.e., memorized?
2. What problems must be solved, what skills must be acquired?

Into this general outline the pupil learned to fit his own information and to find out what, that should have been mastered, he did not know or could not do.

The interrelation between reading, speech, spelling, and composition with the support that each gives the other cannot be overemphasized in remedial teaching. All four are avenues of expression in the language and a working knowledge of English demands the ability to use them all with facility. They are fused in function and cannot be taught well when totally differentiated.

Book News

Webster's New International Dictionary

Second Edition. William Allan Neilson, editor in chief; Thomas A. Knott, general editor; Paul W. Carhart, managing editor. xcvi + 3,210 pages. 12½ x 9¾ x 5 inches. \$20 to \$35. G. and C. Merriam Company, Springfield, Mass.

More than a century ago (in 1828), Noah Webster published *An American Dictionary of the English Language*. The new Merriam-Webster of 1934 is the eleventh in direct succession. The editor in chief, Dr. Neilson, is president of Smith College; the general editor, Dr. Knott, is a former professor of English at the University of Iowa. These well-known specialists in the English language have been assisted by more than 150 collaborators and editors of special departments. These men have been at work for 10 years completely rewriting the edition of 1909. The publishers have invested \$1,300,000 in the new edition.

School authorities, especially, will welcome *Webster's New International Dictionary*, Second Edition, with its 600,000 entries, its simple, well-known system of indicating pronunciation, its special lists of compounds with various prefixes, its objective determination of the most widely accepted pronunciation and spelling of each word, and many other commendable features.

The progress of the past 25 years has made it necessary to record thousands of new words, and new meanings for old words. Although the new Merriam-Webster contains about 200,000 more entries than the 1909 edition, the editors found it necessary to drop many obsolete words which are no longer a necessary part of a general dictionary. In general, they state that they have omitted words that became obsolete before 1500. In doing this, however, they have retained words that are still required by students; for example, the complete vocabulary of Chaucer.

Not the least valuable features of the new dictionary are to be found in the introductory pages, which contain a lengthy dissertation on principles and standards of pronunciation and Dr. Hadley's "Brief History of the English Language" which has been revised and brought down to date by Dr. George Lyman Kittredge. The appendix contains lists of abbreviations, signs and symbols in common use, forms of address, a pronouncing gazetteer, and a pronouncing biographical dictionary.

The New International Dictionary in its second edition will continue to hold the high place it has achieved among teachers, scholars, writers, speakers, the general public, and especially among the makers of textbooks.

Ted and Polly

By Ralph Haefner. Paper, 107 sheets, octavo, illustrated. The Macmillan Company, New York City.

This is "A Home Typing Book for Younger Children." It is designed to enable children six or eight years old to learn typewriting with very little aid

from teacher or parent. A drawing by Eleanor Eadie on each page helps the child to visualize the connotation of the words to be typed, and gives the whole the appearance of a delightful picture book.

L'Aurore de la Nouvelle France

Edited by Lucille C. Franchère and Myrna Boyce. Cloth, 160 pages. Price, 96 cents. Published by the Bruce Publishing Company, Milwaukee, Wis.

This book is made up of extracts from the reports of the early Jesuit missionaries in the country surrounding the Great Lakes. It is a bit of the most authentic account which we have of the Indians as the first explorers found them. The editors have very carefully selected passages which describe the customs and domestic habits of the Indians, their folklore. The accounts of the geography of the country are valuable and surprisingly truthful.

In addition to the intrinsic interest of the material, the accounts are written in excellent French which has been only slightly modernized. From the standpoint of building a vocabulary the book can hardly be improved upon. The editors have introduced a list of idioms, information on verb forms, and sufficient notes to make all the illustrations and descriptions very clear. A complete historical introduction is provided.

Tests of Quality for School Equipment and Supplies

Bulletin No. 5, 1934, of the National Association of Public-School Business Officials. H. W. Cramblet, secretary, Board of Education Building, Pittsburgh, Pa.

This valuable publication is a reprint of a Doctor's thesis, prepared by S. N. Reeves, and represents the first comprehensive plan for setting up tests of quality to measure the usefulness, durability, and practicability of school equipment and supplies. Dr. Reeves holds that all tests must meet at least eight criteria, including such elements as validity, reliability, availability, and practicability.

The most important section of the study is a list of tests of quality which are in use by private and public testing laboratories and which are available to public purchasing groups. These tests include some 150 distinct items of school equipment, furniture, and supplies.

It is to be hoped that the present study will be followed by another which will suggest simple tests that can be used in small towns. The large cities to whom the present study is particularly available, can employ expert men or outside organizations to carry

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on their tests. Their specifications and the other situations surrounding the purchase of supplies have been developed to the point where there is very little danger that large school systems will be cheated either in quantity or quality. The small town which purchases small quantities and which has at the head of its school either a young and inexperienced superintendent or an older man of limited opportunity, deserves the greatest help in its purchases.

The present publication is another fine illustration of the constructive service which the National Association of Public-School Business Officials is giving through its research committees.

Statistics of State School Systems, 1931-32

Prepared by E. M. Foster, D. T. Blose, and W. S. Deffenbaugh. Paper, 112 pages. Price, 10 cents. Bulletin No. 2, 1933, of the U. S. Office of Education, Washington, D. C.

The report constitutes Chapter I of the Biennial Survey of Education for 1930-1932 and presents statistics which relate entirely to the public elementary and secondary schools of the country, covering enrollment, attendance, administration, instruction, finances, school building, and the depression and its effects.

The total number of pupils enrolled in the elementary and secondary day schools during the year 1931-32 was 26,275,441. Of this number, 13,337,769 were boys, and 12,937,672 were girls. From 1930 to 1932, the total enrollment increased 597,426, with the increases ranging from 0.1 per cent in Iowa to 10 per cent in Nevada, and 11.3 per cent in the District of Columbia.

The total average daily attendance reached 22,245,354 during the period of 1930-1932. The per cent of the total population enrolled in the schools increased from 20.9 in 1928-1930 to 21.1 in 1931-32, and the ratio of enrollment to the population increased during the biennium from 81.3 to 82. The per cent of increase in all the schools was 4.66. The total enrollment increased by more than 13.1 per cent during the period, but there was an almost steady decline in the amount of increase in elementary-school enrollment. From 1928 to 1930 the increase in the elementary-school enrollment was less than from 1924 to 1926, and the decrease from 1930 to 1932 was greater than the increase from 1928 to 1930. The high-school enrollment increased from 4,399,422 to 5,140,021, or an increase of 16.8 per cent. The least increase was from 1926 to 1928, while the increase from 1930 to 1932 exceeded that of 1928-1930 by 252,456 pupils.

The total number of teachers employed in elementary and secondary schools in 1932 was 871,607 and the total number of teaching positions was 863,348. In 1932 there were 20,747 more teaching positions than in 1930, which represented an increase of 2.5 per cent. The increase in positions was accounted for by the increase in enrollment. The percentage of men teachers declined from 18.0 to 19.2, but increased to 16.6 per cent in 1930, and to 17.7 per cent in 1932. The number of pupils per teacher decreased from 30.5 to 30.4 from 1930 to 1932, while the number of pupils in average daily attendance per teacher increased from 25.2 to 25.8.

The average annual salary of teachers, supervisors, and principals combined was \$1,417 in 1932. The average salary paid in

23 states reporting was \$1,192. The average elementary-school salary varied from \$2,031 in New Jersey to \$495 in Arkansas; the junior-high-school salary ranged from \$2,334 in New Jersey to \$889 in Arkansas, and the senior-high-school salary from \$2,840 in New Jersey to \$1,324 in Florida.

The total revenue of all elementary and secondary schools in 1930 was \$2,088,556,837, and in 1932 the amount was \$2,072,396,907, or a decrease of 0.8 per cent. Of the total amount, \$41,379,450 was state aid, \$1,467,092 was local support, and \$8,262,137 was federal aid. The greatest amount of income was derived from direct taxation and from appropriations received from general funds.

A Handbook for School Custodians

By Knute O. Broady, C. J. Ireland, and E. L. Miller. Paper, 82 pages. Educational Monograph No. 4, 1934, of the University of Nebraska, Lincoln.

In the administrative organization of a school, every person who contributes to the carrying forward of the program of work to be done is important. It is also true that in the school system the work of the janitor-engineer contributes to the efficiency of every other person in the school system.

The present booklet has been prepared, with full consideration of the rapid progress in recent years of techniques for the care and maintenance of school buildings.

The booklet is divided into ten chapters, dealing with the relationship of the custodian to teachers, pupils, and administrative staff; the treatment and care of floors; the care and cleaning of school equipment; the operation of the school plant; the maintenance of the building and equipment; the regulation of custodial work; the planning and care of school grounds; the preparation of a work schedule; the care and use of supplies; the equipment used by a custodian. A brief bibliography is found at the end of the pamphlet.

State School Legislation: A Bibliography

Bulletin of September, 1934, of the Research Division, National Education Association, Washington, D. C.

A list of references containing important publications on school legislation, prepared for the state school legislative reference service, recently established to facilitate the exchange of experience and information concerning school legislation. The references are arranged under two headings: School Legislation in Two or More States, and School Legislation in a Single State. Of special significance are the book on tax-limitation laws, the summary of tax legislation enacted in the early months of this year, the description of the West Virginia county-unit law, and the digest of state tax systems published annually by the Tax Research Foundation.

First Problems in Mechanical Drawing

By Glenn N. Shaefner. Paper, 12 pages. Price, 16 cents. The Bruce Publishing Company, Milwaukee, Wis. A complete series of mechanical-drawing problems prepared for use in the junior high school. It is intended to be used in a course, either as an introductory unit, or to provide short drill or test exercises. The problems will be found helpful in teaching projection, dimensioning, and the conventions of lines.

School and City Current Expenses Compared for 1932 in 94 Cities over 100,000 Population

Circular No. 8, 1934, of the Research Division, National Education Association, Washington, D. C.

The circular presents advance data from the Financial Statistics of Cities for 1932, published by the U. S. Bureau of the Census, and indicates that the proportion of public money expended in cities for schools continues to decline. Figures com-

piled by the Bureau of the Census show a slight decrease, from 34.3 per cent in 1931 to 33.6 per cent in 1932, in the proportion that school expense is of city expense in the 94 cities studied. A reduction in the per cent of money going to schools appears in all three of the groups covered by the 1932 report. In group one (cities 500,000 or over), the decrease was from 31.9 per cent in 1931 to 31.4; in group two (cities of 300,000 to 500,000), the decrease was from 33.1 per cent in 1931 to 32.3 per cent in 1932; in group three (cities 100,000 to 300,000), the decrease was from 42.6 per cent in 1931 to 41.2 per cent in 1932.

It was noted that certain cities over 300,000 in population exercise county functions, which increases their total expenditures for the government of the city.

Again, the functions performed by municipal departments and by the board of education vary in different cities.

It was found that the date for closing the fiscal year varies in different cities, and in departments of individual cities.

Teacher Sick Leave; Holidays; Salary Reductions for Absence in Thirty-Nine Cities over 200,000 Population

Circular No. 7, 1934, issued by the Research Division of the National Education Association, Washington, D. C.

A report of a study of teacher sick leaves and salary reductions for absence covering 39 of the larger cities of the country.

The findings indicated that full pay for 20 to 60 days' absence is given in 2 cities; 10 days' absence in 2 cities; and 5 days' absence in 1 city, making a total of 5.

According to the report, half pay on the basis of one year is given in 2 cities; 20 days' absence up to a year in 1 city; 65 to 130 days' absence in 1 city; 30 days in 1 city; 25 days in 1 city; 15 days in 1 city; 10 days in 2 cities; and 10 days, cumulative, in 1 city, making a total of 9.

Full pay, less pay of substitute, for 100 days' absence, is given in 2 cities; 5 months in 1 city; 90 days in 1 city; 60 days in 2 cities; 10 days to 10 weeks in 1 city; 20 days in 1 city; 15 days in 1 city; 10 days in 2 cities; 5 days in 1 city, making a total of 12.

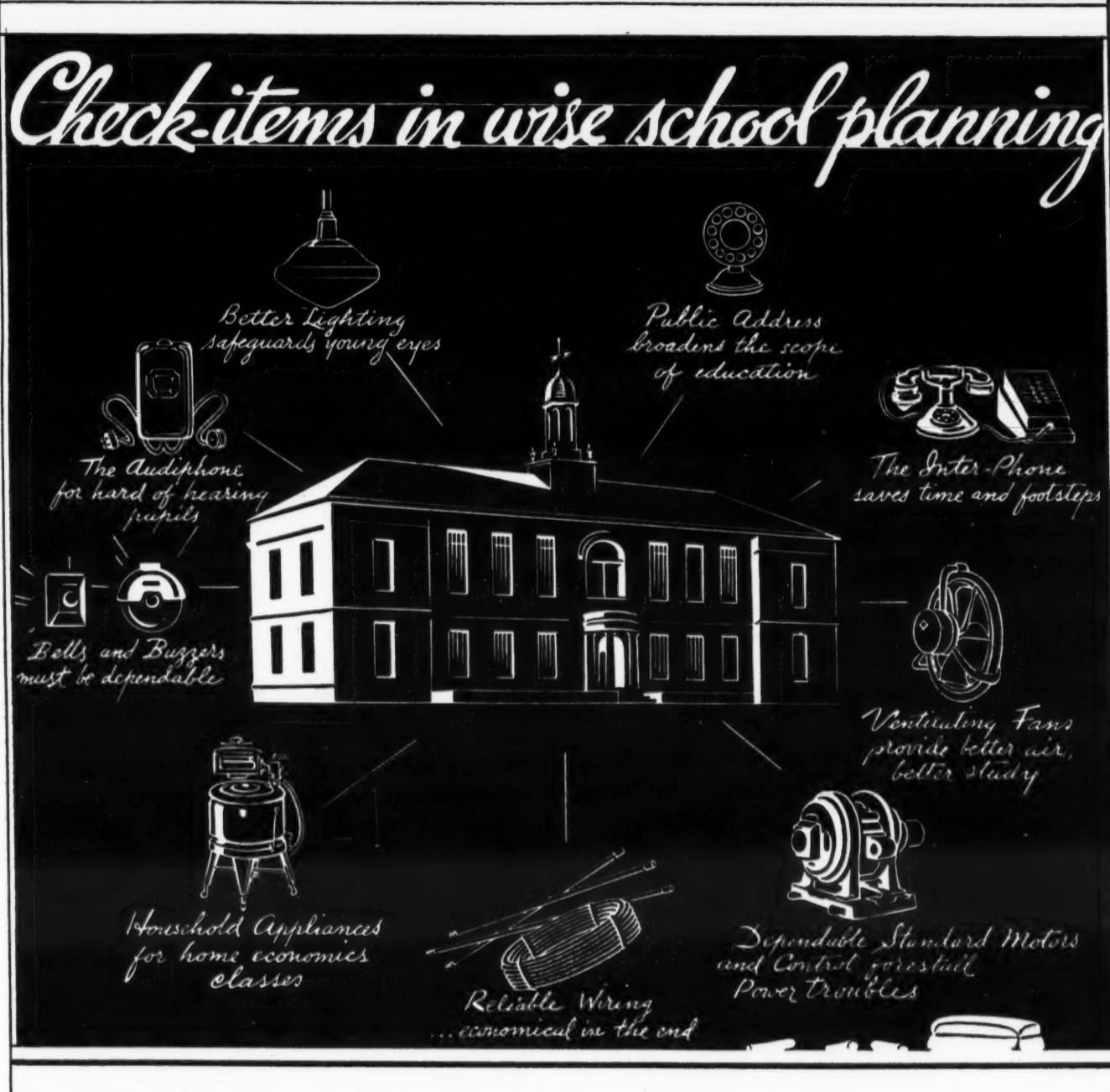
Full pay and half pay, 1 week half pay to 6 weeks' full pay is given in 1 city; 5 days' full pay, cumulative, and 40 to 60 days' half pay is given in 1 city; 10 days' full pay and 10 days' half pay is given in 1 city; 20 days' half pay to 10 days' full pay and 10 days' half pay is given in one city; and 5 days' full pay and 5 days' half pay, cumulative, is given in 1 city, making a total of 5.

Full pay and full pay less the pay of a substitute, 10 days full pay and 20 days' full pay less the pay of a substitute, is given in 1 city; and 5 days' full pay, cumulative, and 15 days' full pay less the pay of a substitute is given in 1 city, making a total of 2.

According to the study, sick leave is cumulative in 5 cities—Denver, Minneapolis, Kansas City, Mo., Newark, and Milwaukee.

Regarding pay for teachers for holidays, it is found that 30 cities pay teachers for holidays and 4 cities do not pay. In 13 cities a holiday occurring during absence without pay is counted as a day of absence without pay, and in 13 cities it is not so counted.

Two cities count it a day of absence without pay where a teacher is absent on a day immediately preceding a holiday, but



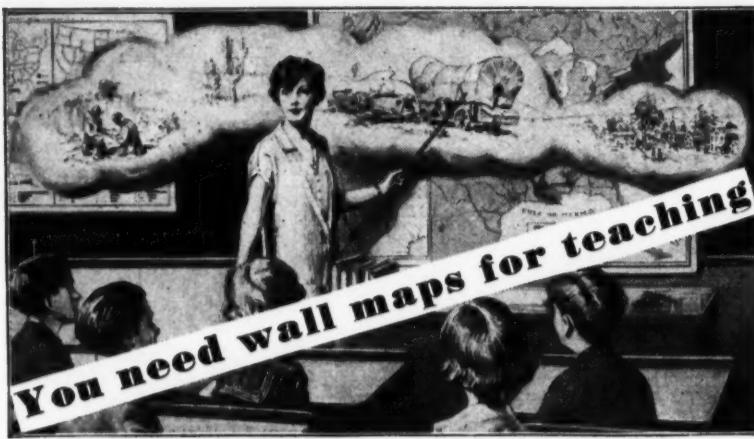
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School Finance and Taxation

SCHOOL-INSURANCE PROGRAM REVISED

The board of education of Logansport, Ind., has recently completed a revision of its school-insurance program. Prior to this year the board had maintained individual insurance policies on each building. This plan involved a good deal of work on the part of the financial clerk and caused the annual premiums to vary considerably.

The new insurance plan provides for one general policy and establishes a uniform rate for all school buildings of the city. A five-year policy has been adopted, with the amount of the insurance arranged so that equal amounts of premium come due annually. The buildings have been insured on the 80-per-cent coinsurance plan.

CALIFORNIA STANDARDIZES THE CLASSIFICATION OF SCHOOL ACCOUNTS

For many years, educators, school-business administrators, government research groups, and public accountants have been aware of the need for a uniform system of school accounting. In California, each of the more than 3,500 school districts in the state has used its own method of accounting and reporting school receipts and expenditures, with the result that no true comparative results were available, and studies looking toward improved administration were rendered difficult or impossible.

Realizing the condition, the State Education Department late in 1932, called a meeting of a selected statewide group of men interested in the subject. According to the *California Taxpayer*, a subcommittee on accounting was appointed from the personnel of the State Association of Public-School Business Officials and of the State Association of Public-School Superintendents, which was asked to study the entire matter of school accounting, reporting, and budgeting, and to bring in a definite proposal for remedying the existing difficulties.

The first and most important step was the drafting of a classification and manual of accounts. The committee rendered a report of its findings and presented its recommendations in the form of a classification of accounts for school use.

The general classification of accounts involves the following general divisions which are practically identical with those adopted by the United States Office of Education and the National Association of Public-School Business Officials, the National Education Association, and similar organizations.

The Classification

- 1 ADMINISTRATION
- 11-1 Governing Board Division
- 13-1 Educational Division
- 15-1 Business Division
- 2 INSTRUCTION
- 21 Salaries of Certifying Personnel
- 22 Salaries of Noncertifying Personnel
- 23 Supplies
- 3 LIBRARY
- 4 OPERATION OF SCHOOL PLANT
- 5 MAINTENANCE OF SCHOOL PLANT
- 6 AUXILIARY AGENCIES
- 8 SPECIAL EXPENSE CHARGES
- 9 CAPITAL OUTLAY

The committee recommended that in large cities mechanical tabulation equipment be employed, and that in small communities hand sorting be followed.

The new classification of accounts for California may permit of the uniform accumulation of cost data in all school districts. The project represents the first step toward a uniform budget and reporting system which will permit of comparisons between districts. It is expected that the preliminary manual which has been prepared will be followed by a complete detailed manual so that school accountants and school executives generally will have exact information on all accounting classifications which they may make.

FINANCE

♦ La Crosse, Wis. The 1935 budget of the board of education has been set at \$422,597, which is an increase of \$6,650 over the year 1933-34. Of the total amount, \$330,336 will be derived from taxation.

♦ Racine, Wis. The 1935 budget of the school board has been set at \$1,220,519, of which amount the city council will be asked to raise \$1,058,919. The council was asked to raise \$11,086, which is the amount of the school deficit existing at the present time.

♦ Huron, S. Dak. The school board has adopted a tax levy of \$210,022 for the year 1935. Taxpayers will be called upon to raise approximately \$35,000 more than last year in the general-property-tax levy.

♦ Minneapolis, Minn. The board of education has taken steps to set up its 1935 budget in such a manner

as to offset an anticipated half-million-dollar reduction in school revenue. The board has adopted a maximum tax rate of 22 mills, which with the 1 mill automatically levied by the county, and the income to be derived from other sources, will bring in a total revenue of \$6,485,300. It was voted to take 95 per cent of the shortage from the salary item, since fuel, supplies, and other nonsalary items have been cut as much as possible. The reduction in tax revenue has been attributed to lowered real-estate valuations for the year 1935, the city assessor having reduced the figure from \$315,000,000 to \$263,000,000.

While the budget cut for the next year has been set at \$530,000, the actual reduction will reach \$1,912,536, which is the difference between the amount available and the \$8,397,836 which would be spent if full salaries were paid, including scheduled increases for teachers and clerks.

♦ Belleville, Ill. The board of education has paid off \$23,500 in bonds and \$5,912 in interest in connection with its school-building program. The board plans to pay its entire bonded indebtedness by 1939.

♦ Southington, Conn. The action of the city finance board in reducing the annual school budget by \$10,000 is not expected to affect the restoration of 10 per cent of the teachers' salaries for this year. The board of education had asked for \$148,000 for the school year, and the reduction was made by the finance commission after a special hearing with the members of the board. The cut will be allocated in such a manner as not to affect the efficiency of the school system.

♦ The Arkansas State Board of Education recently distributed \$582,908 in state funds among 647,676 children of school age in the state. The balance in the school fund was \$603,726, but \$20,817 was reserved for the payment of operating expenses for the state schools for the blind and the department of education. The state board has made application to the President and the FERA for immediate federal aid for Arkansas rural schools.

♦ Plans for refunding approximately \$1,250,000 in school-district bonds have been submitted to the state board of education by 25 districts in 15 counties of the State of Arkansas. The cost of refunding, as shown by the districts, ranged from 1.3 to 5 per cent.

♦ Cincinnati, Ohio. The school board has proposed a tentative budget calling for an expenditure of \$6,650,000 in 1935. This is a reduction from the estimate of \$6,690,000 for 1933-34.

(Concluded on Page 62)

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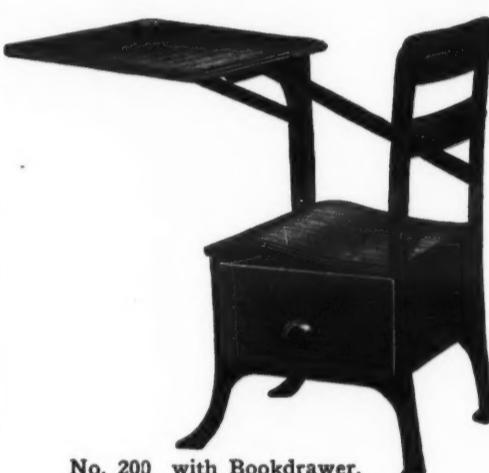
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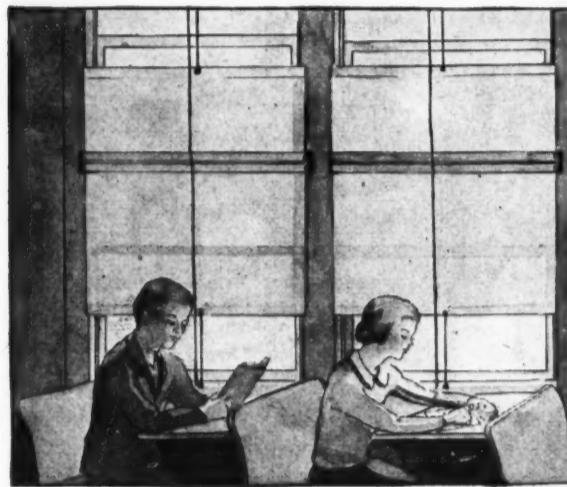
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(Concluded from Page 60)

♦ Baltimore, Md. The board of education has submitted a budget of \$8,771,833 to the mayor and board of estimate for the school year 1934-35. The budget represents a net increase of \$189,000 over the estimate for the past year and is accounted for in part by an increase of \$87,000 in the salary item.

♦ The FERA is spending \$2,400,000 a month to provide work for unemployed teachers, according to a recent statement.

♦ Costa Mesa, Calif. The school officials have reported that the financial situation of the schools has greatly improved. The board was able to pay all bills and there is a substantial balance in the school treasury. During the past year the assessed valuation was reduced and there was a tax delinquency of 30 per cent.

♦ The public schools of Lyons, Ill., were not opened at the beginning of the fall term, due to the financial condition of the school district. The district has passed the debt limit of 5 per cent on assessed valuation of real estate and is trying to find ways and means of obtaining additional funds that will permit the opening of the schools. All supervisors and special teachers have been dismissed and the teaching load has been increased to give each teacher care of 50 pupils. The tax assessor and board of appeals have voted to reduce the property valuation by 40 per cent, and the reduction is retroactive to 1931 and 1932 taxes.

♦ Rhinelander, Wis. The board of education has asked the city council for an appropriation of \$90,500 for the operation of the city schools during the year 1934-35. The amount is to be included in the city budget to be raised by taxation, and is an increase of \$5,500 over the estimate for 1933-34.

♦ La Crosse, Wis. The board of education anticipated receiving a total of \$415,947 for the school year 1934, but up to October 1, had received only \$404,858 in receipts from state, county, tuition, and other sources of revenue. The remaining \$11,088 will be paid in to the board before the close of the fiscal year on December 31.

♦ The Tennessee Educational Commission, in a recent report, has declared that the state cannot fulfill its complete obligations to the children until defects in the present high-school system have been eliminated. The report pointed out that a large percentage of the schools does not offer a complete four-year course. The salaries paid teachers and principals in these schools are not sufficient to obtain well-trained staffs.

♦ Ironwood, Mich. The Bessemer township school

board has obtained the permission of the state loan board to borrow \$30,000 in anticipation of taxes in order to finance the operation of the schools.

♦ The Michigan state administrative board recently authorized the expenditure of \$50,000 for loans to school districts financially unable to operate during the first semester. The money is released only to districts which have used all available funds.

♦ Sidney, Ohio. The board of education has asked the voters to approve an extra 2-mill tax levy for school purposes. The extra tax levy is necessary to offset a reduced school revenue due to a lowered tax duplicate, the effect of the 10-mill limitation, and a loss as a result of a reduced school year.

♦ Upper Arlington, Ohio. The voters have been asked to approve a new 5-mill tax levy at the November election. The 5-mill levy would provide funds to keep the schools open for a full school year.

♦ Minneapolis, Minn. Operating under a right won through legal action last year, the board of education recently set its own tax levy for 1935, and fixed the figure at 22 mills, the maximum allowed by law. Up to last year, the school board was not permitted to function as a separate tax-levying body, and the city board of estimate was the final authority on the school levy. The board adopted a 22-mill levy, 2 mills higher than that for 1933-34, which will produce a gross tax income of \$5,790,030, on the basis of an assessed property valuation of \$263,183,214. In addition, the board anticipates receiving \$263,183 from the 1-mill levy, which is automatically levied by the county treasurer, and a further estimated revenue of \$1,097,940 comprising receipts from state aid, tuition, and other items of revenue.

♦ The independent school district of Highland Park, Tex., has reduced its tax levy by 1 cent, making a rate of 94 cents, which is sufficient to provide funds for a budget of \$268,584. The board has voted to restore the remaining 5 per cent of a 10-per-cent pay cut in effect two years ago. Salaries of school employees are now the same as for the 1931-32 school year.

♦ Educators of the State of Michigan have begun a campaign to obtain \$25,000,000 in state aid for the public schools during the coming winter. This amount is deemed absolutely necessary to maintain an essential school program during the present school year. Last year, \$25,000,000 was the goal sought in school aid. The appropriation achieved was \$15,000,000, and the actual amount delivered to needy school districts was only \$6,500,000. The new financial program seeks

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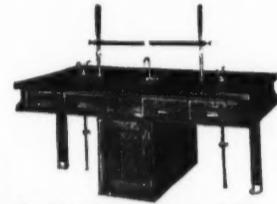
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to avoid political aspects and will be sponsored by the state teachers' association, which is seeking to obtain pledges of support from candidates for the legislature.

♦ Cleveland, Ohio. The suburban school board of Garfield Heights has approved a plan to collect tuition for the boarding of welfare children. Under the new plan, the board expects to collect \$4,104 for welfare children attending school in Garfield Heights.

♦ Blue Island, Ill. Community High School Dist. No. 218 has voted to issue \$75,000 in funding bonds for the purpose of paying its indebtedness. The action was taken following a law permitting school districts of 200,000 population or less to issue bonds for the payment of legal claims.

♦ Duluth, Minn. The school board has taken action to reduce the school budget through a shortening of the school year, a cut in teachers' salaries, and a curtailment of the teaching personnel. The action was taken to offset an anticipated drop in school revenue for this year amounting to nearly \$500,000.

♦ Janesville, Wis. The board of education has adopted a budget of \$271,136 for the school year 1934-35, which is a 3-per-cent increase over the estimate for 1933-34. The amount to be raised by taxation is \$213,000. The largest item in the budget is \$203,500 for instructional purposes.

SCHOOL EXPENDITURES IN CALIFORNIA REDUCED

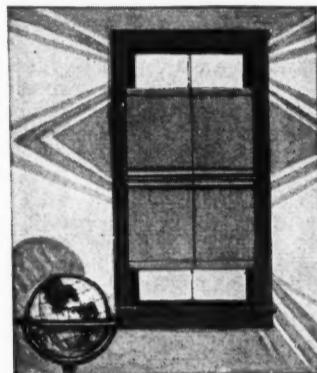
A summary of the essential facts concerning school-district expenditures for school purposes in California is presented in the September issue of *California Schools*, the official publication of the California State Department of Education.

The report shows that the total expenditures in school districts of the state were \$25,897,315 in 1929-30, \$16,115,213 in 1931-32, and \$7,922,487 in 1932-33. The net decrease since 1928-29 was \$16,896,679, or 68.1 per cent.

The report also indicated the expenditures by counties, showing a total expenditure of \$282,399 in northern counties, \$2,153,252 in central counties, and \$5,486,836 in southern counties. The total expenditures for all counties was \$7,922,487.

The data pointed out the significant fact that 69.2 per cent of the expenditures made during 1932-33 were in southern California counties, and that 75.2 per cent of the expenditures were made in city school districts of the state.

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A Missouri Decision Regarding High-School Tuition

W. W. Carpenter and A. G. Capps

The Supreme Court of Missouri, in the May and September terms in 1934, handed down significant decisions regarding the payment of tuition and the admission of nonresident high-school students into high schools supported wholly or in part by state funds.

The case was brought before the Court by a mandamus suit by which it was sought to compel the Jefferson City High School to admit Mildred Burnett as a nonresident high-school student without the payment of \$3 a month tuition in addition to the amounts the district might receive as tuition in her behalf from the state and from the girl's home district. The question involved the interpretation of Section 16 of the 1931 law and of Section 9207, R.S. 1929.

The statutes under which it was claimed that no tuition should be paid are the Laws of Missouri, 1931, pages 334 to 347, and particularly Section 16 thereof as amended and found in the Laws of Missouri, 1933, pages 393 and 394. The relevant parts of this section follow:

The board of directors of each and every school district in this state that does not maintain an approved high school offering work through the twelfth grade shall pay the tuition of each and every pupil resident therein who has completed the work of the highest grade offered in the school or schools of said district and attends an approved high school in another district of the same or an adjoining county where work of one or more higher grades is offered; but the rate of tuition paid shall not exceed the per-pupil cost of maintaining the school attended, less a deduction at the rate of fifty dollars for the entire term, which deduction shall be added to the equalization quota of the district maintaining the school attended, as calculated for the ensuing year, if said district is entitled to an equalization quota; etc. . . . Provided, the provision of this act regarding the payment of tuition and transportation shall apply if the students attend any school supported wholly or in part by state funds.

On the other hand, the Jefferson City district contended that, regardless of the fact that it receives state aid, it is not compelled to admit nonresident students, and that, notwithstanding Section 16 of the 1931 law cited above, it is authorized by Section 9207, R.S. 1929 to make payment of tuition by a nonresident student precedent to his admission. This view was taken because Section 9207 provides, among other things, that a school board "may admit pupils not resident within the district, and prescribe the tuition fee to be paid by the same."

In the first opinion handed down in June, 1934, the Court held:

1. That Section 16 of the 1931 law provides a complete and exclusive scheme for the payment of tuition of nonresident pupils in high school, and that the receiving district is without legal right to charge a nonresident pupil a tuition or incidental fee, and that the old Section 9207, R.S. 1929 is inconsistent with Section 16 of the 1931 law and that the latter must prevail.

2. That a high-school district that applies for and receives state aid thereby obligates itself to admit nonresident students.

The decision caused a great deal of disturbance among many school people in the state and a rehearing was granted by the Court on July 2. Briefs were filed by a number of school districts, by the attorney general, and by the state superintendent of public schools. The Missouri State Teachers Association employed an attorney who made an oral argument before the Court and filed two briefs.

The Court then handed down a second opinion in which it held:

1. That Section 16 of the 1931 law provides a complete and exclusive scheme for the payment of nonresident tuition if students are admitted to high school — no tuition or incidental fee may be charged the nonresident student. This reaffirms the first part of the original decision.

2. That high schools are not obligated by law to admit nonresident students, regardless of the fact that they receive other regular state aid. This reverses the second part of the original decision.

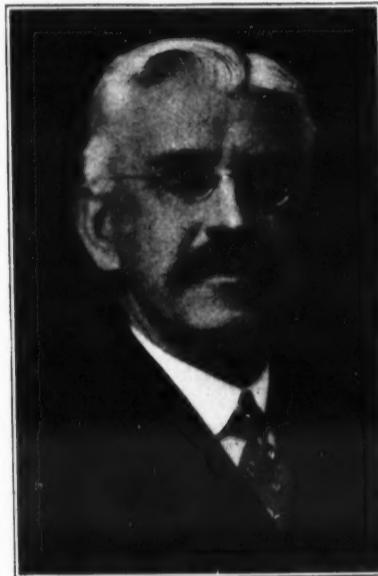
Among the comments made by the Court in its second opinion the following seems very significant:

It is true that in the present condition of the state's revenue the ambitious hope, which seems to have inspired Section 16 of the act of 1931, that gratuitous instruction would be thus afforded nonresident attending pupils, becomes highly illusory. But the remedy is legislative rather than judicial. If unforeseen difficulties have disrupted the plan it may be repaired or changed by appropriate legislation. We should not try to meet the emergency by judicial misinterpretation of the plan.

WILLIAM DICK PASSES ON

One of the most interesting figures in the field of American school administration, William Dick, of Philadelphia, died on October 11, 1934.

Mr. Dick was for years the outstanding figure in the school secretarial field. On June 8, 1925, he completed 50 years of service as clerk and executive of the school department of Philadelphia. He entered the service of the board of education in



WILLIAM DICK
1858-1934

1875, at the age of 17. His promotion from a minor position to one that involved great responsibility came in well-earned stages. He was elected to the secretaryship of the board in 1906.

His activities also extended beyond the confines of Philadelphia. When, in 1917, the National Association of School Accounting and Business Officials was formed, he became the first secretary. Subsequently, he served as President of the organization.

He was a man of high character and one thoroughly devoted to his chosen calling. He demonstrated that a school secretaryship in a large population center was well worthy of the finest talent and the highest standards of integrity that could be invested in that office.

In his presence and under his approach to the vocation which he had made his own the task of school administration assumed a new dignity and meaning. His incisiveness, earnestness, and loyalty became an inspiration to those who performed similar tasks elsewhere. He was constantly concerned in bringing the business side of the school-administrative service upon higher levels of efficiency to the end that the educational factors might function satisfactorily and well, and thus realize the highest results within their range of activity.

Thus, William Dick earned for himself a distinctive place in the annals of American school administration, in that he conceived his labors in the business management of a huge school system as a contribution to the cause of popular education in broader and finer aspects.

BOARDS OF EDUCATION

♦ Hartford, Conn. The board of education and the local police department recently discussed the problem of giving police protection to school children at traffic corners. The police department had notified the board that with a reduction of men this year, at least seven traffic points could not be covered this year. A suggestion was made that a so-called fourth signal light marked "walk" be installed to prevent right turns into a street by automobiles.

♦ Southington, Conn. The school board has adopted "no school" signals for the school year. If there is no school in the forenoon, there will be school in the afternoon, unless a signal is given. There will be no school for lower grades in schools where there are first, second, or third grades and higher grades in the same room.

♦ Lynn, Mass. Weekly recitation of the salute to the flag has little value in fostering patriotism among school children, according to opinions expressed by certain members of the school board. It was pointed out that the weekly recitation of the salute had tended to destroy the impressiveness of the pledge and had resulted in the salute becoming a matter of mere words. The committee in charge of the matter failed to make any change in the present regulation. One change was made to make the school version agree with the army rendition so that children will salute the flag of the United States of America.

♦ Marlborough, Mass. The school board has restored the position of physical director which was discontinued two years ago for economy reasons.

♦ Newton, Mass. The school board has voted to submit the entire problem of the marking system to the parents and teachers. The decision to consider a revision of the present no-marking system, which was put into operation last year, was made by the board following a petition signed by the parents of children in the schools who asked that the report cards be restored.

♦ Galion, Ohio. Mrs. Kate Casey, clerk of the board of education, and director of the school bookstore, has reported to the board that the store had an unusually good run of business at the opening of the school term. The inventory showed that \$2,365 had been collected for books, including about \$100 for music, typing, and manual-training fees. No charge accounts were made, all sales were cash, and the money was deposited in the general school fund. It was estimated that the bookstore saved the taxpayers 10 per cent for transportation expenses and commissions which the dealers would add.

♦ Fairmont, Minn. The board of education has recently approved a rearrangement of the superintendent's and principal's offices. Under the new system, the separate offices of clerk and treasurer of the board have been discontinued and the duties have been taken over by Supt. John J. Skinner. A high-school clerk and an extra clerk for bookwork have been employed to take care of school supplies.

♦ El Paso, Tex. The school board has approved a recommendation of Supt. A. H. Hughey, providing for a revision of graduation requirements in the high school. The new plan, as proposed by Superintendent Hughey, contemplates extensive liberalization of the requirements for graduation. It is planned to enable pupils who will not continue their education after high school, to study courses which will aid them in making a living. About 85 per cent of the high-school graduates do not attend college.

♦ Leominster, Mass. The board of education has asked the mayor and the city council for an additional appropriation of \$10,000 for school department salaries and expenses for the balance of the year. The board received a financial report from Supt. W. H. Perry, showing that an additional sum of \$8,000 is necessary to finance the 10 per cent restoration of salaries.

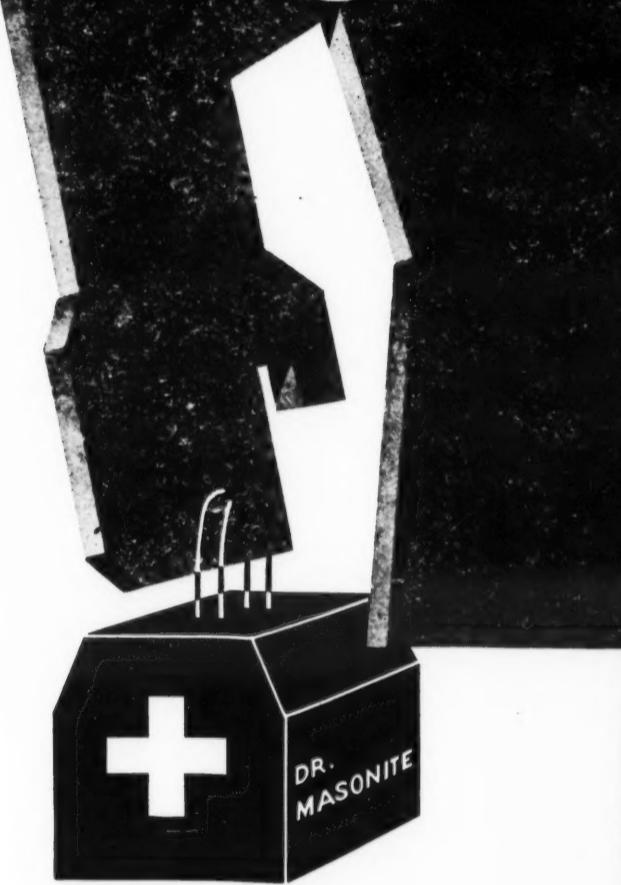
♦ Madison, Wis. Expenditures for the operation and maintenance of the public schools for the school year 1934-35 have been estimated by the school board at \$1,070,115, or about \$48,000 more than the estimate of a year ago. Of the total amount, \$874,128 will be raised by taxation, and the balance represents other sources, such as tuition and state aid. The increase is composed of \$28,295 in operating costs, \$18,566 in maintenance costs, and \$1,299 in capital expenses. The major part of the increase in operating costs is to be devoted to the restoration of teachers' salaries.

♦ West Hartford, Conn. The school board has authorized the superintendent of schools to arrange five lectures on safe driving for juniors in the high school, based on his suggestions for a course of study to acquaint motor vehicle operators with the mechanics of automobile driving and laws on the subject.

♦ Tampa, Fla. The school board of Hillsborough county and the state supervisor of adult education recently held a conference to discuss plans for the new program of adult education for the year 1934-35.

♦ Albion, Mich. The state FERA has approved a program including general adult education, adult vocational education, and literacy, in connection with a night school to be conducted by the board of education.

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• • •
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RETURN TO TEN-MONTHS' SCHOOL

The board of education at Grosse Pointe, Mich., which has operated a nine-months' school during the past year, is going back to a full ten-months' school year for 1934. The teachers will receive the same monthly salary as last year, but the additional month of service will make increases in their annual salary equivalent to 10 per cent. New teachers have been added to the staff to care for increased enrollments.

♦ Bucyrus, Ohio. A program of emergency educational projects will be undertaken, under the direction of Supt. E. N. Dietrich. The project calls for nursery schools, adult education, and other classes, to be conducted by unemployed teachers selected from the relief rolls.

INSURANCE FOR ATHLETES IN PUBLIC HIGH SCHOOLS

The California Interscholastic Federation has this year again arranged a plan whereby parents, in co-operation with the school authorities, may insure their children who are engaged in competitive athletics. The plan, as presented by officials of the Federation, provides compensation for injuries in the form of medical and surgical service up to \$250 for each pupil insured, and allows for service from a qualified physician to be chosen by the insured pupil. The justice of the claim must in all accident cases be attested by the local school authorities.

The accident-insurance policy covers all competitive sports, both within the school and outside of it, which may be engaged in during the current school year, provided that the sports engaged in are under competent supervision and direction. The cost of the policy is \$5 a person for boy or girl students, with the exception of those boys who participate in interschool football, in which case the cost is \$9.

Under the arrangement, the California Interscholastic Federation receives no commission or direct benefit from the administration of the plan, but is merely the promoter of the plan for the protection of the insured pupils. The school authorities act as agents in making the arrangements with the insurance company, but they may not be held responsible for injuries sustained by individual athletic competitors.

HIGH-SCHOOL ENROLLMENT INCREASES IN WISCONSIN

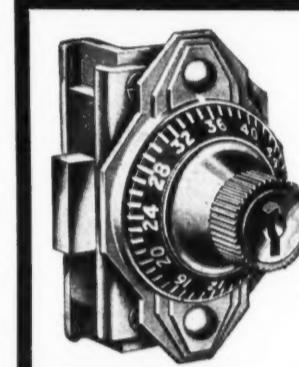
The enrollment of students in the high schools of Wisconsin has broken all records, according to reports received from 108 high-school districts of the state by the Wisconsin Teachers' Association.

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right to have easy and constant access to books as he grows up—at home, at school, and in the public library. No child should be denied the chance to make his own breathless discoveries in reading, choosing from well-stocked shelves the books which appeal to him most. In the social planning so much discussed today, attention should be given to the importance of making books more widely available to young people. Club programs planned for book week will include studies of this problem in its local and national aspects."

URGE MAINTENANCE OF FIRE DRILLS

With the opening of the new school term in September, Supt. L. W. Feik, of the public schools of Sioux City, Iowa, in a circular addressed to the principals, called attention to the importance of the early organization of fire drills and the maintenance of everything in the schools in such condition that a fire drill may be called at any moment. It was urged that each fire drill be conducted in such a manner that children will be compelled to march at least one block from the school building in order that school entrances and fire plugs may be left free for the use of firemen and that children may not be in danger from fire apparatus in case of a fire.

Principals in the respective schools were asked to check the following items as a means of improving the fire-safety conditions:

1. Are your fire gongs in good condition for service? Are any ropes, wires, or connections in need of repair? If anything is needed in this line it should be given first consideration and immediate repair should be made to Mr. Roberts.

2. Are all fire extinguishers in good condition for use? Note date of refilling and last inspection. If any of these need inspection and refilling report immediately to the office of the Secretary of the Board of Education.

3. Are all doors in good working order so in case of fire drill or fire there will be no obstruction from the standpoint of locked doors or doors that do not open easily? Need of repairwork should be reported immediately to the Secretary's office.

4. Are all stairways and halls clear of obstructions?

5. Is there any material in hallways, under stairs, or other places, that is inflammable and therefore a fire menace? Observe where janitors keep all dust cloths, mops, cleaning material, etc., and be sure that nothing of this sort is kept in a place that is either insanitary in its nature or a fire hazard.

6. See that the janitor thoroughly understands his responsibility in the matter of keeping the doors unlocked, hallways and passages clear of all encumbrances and all inflammable material kept where it is perfectly safe from the standpoint of fire and general sanitation.

Superintendent Feik, in his letter, urged that children be so thoroughly drilled in the matter of school exits during the better weather of the fall that it will not be necessary to have drills as often during stormy and inclement weather.

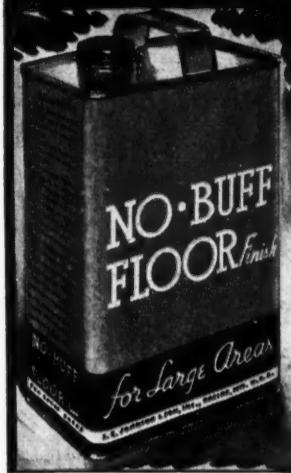
BOOK WEEK OBSERVED

Book Week is being observed for the sixteenth year in the schools of the United States from November 11 to 17.

"Whatever hobbyhorse a child chooses to ride, whatever trail of information he wants to pursue—books are altogether essential and delightful companions along the way. It is hazardous to attempt to say whether the boys and girls of today are different from previous generations; in so many ways youth is forever the same. But anyone who knows modern young people well will testify to their remarkably vigorous curiosity, their desire to learn as much as possible about the subjects that interest them. Perhaps this eagerness to know is in some measure a reaction against the turmoil and uncertainty in the adult world today. At any rate, it seems important to foster it and this is the aim of the Annual Book Week Festival in November.

"It should be part of every American child's birth-

From FLOOR MAINTENANCE HEADQUARTERS



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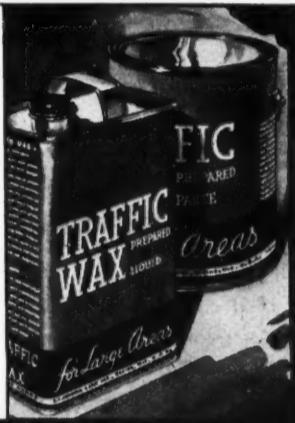
The world's largest maker of floor maintenance materials offers you this balanced value finish that needs no rubbing, no polishing. Specially developed by the Johnson Laboratories for use on large floor areas. No Buff Floor Finish gives you an ideal balance between the qualities of (1) long wear, (2) easy application, (3) quick drying, (4) high lustre, (5) low price. Try it! Test sample free.

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School Building News

♦ Potlatch, Idaho. The board of education has completed the laying out of a large new playground, sufficient in size for an athletic field. The playground is located near the adjacent school buildings, and when completed the area will be provided with suitable playground equipment and a swimming pool 50 by 100 feet in size, with a separate wading pool for the small children. The facilities will be made available to the children of the community in the summer vacation period and will be conducted under the direction of a responsible director.

♦ Preston, Idaho. A shop building has been erected on the grounds of the Preston High School this year. The construction of the building was made possible with the aid of FERA labor and materials. An initial appropriation of \$1,500 from school funds was made by the board of education to cover the purchase of certain building materials. The preparation of the lumber and most of the labor of the construction work was done by FERA workmen.

♦ Lowell, Mass. The failure of the city to properly maintain school buildings and provide adequate repairs has placed school children under a decided handicap, according to a recent statement of Mr. F. L. Pyne, a member of the board of education. He urged that this work be accomplished as FERA projects, or through funds provided by the PWA.

♦ Reading, Pa. The board of education has taken steps to carry out an extensive school-building program with the aid of PWA funds. The program will provide three school buildings, including a junior-senior high school to cost \$1,200,000, a junior high school, and a grade school. The building program will be financed with a bond issue of \$2,000,000 and a federal allotment of from \$315,000 to \$367,000.

♦ St. Louis, Mo. The school building staff of the board of education has completed the first part of an extensive report on the physical condition of 150 city school buildings. It is expected that the complete report will reveal a need for an extensive program of repairs and improvements.

♦ Los Angeles, Calif. The board of education has approved plans for three new school units and reconstruction work on eight other units, at a cost of

\$1,228,826. The new projects provide for an administration building and science building at the Manual Arts High School, to cost \$350,000, and an administration building and cafeteria building at the Huntington Park High School, to cost \$240,000.

♦ Chicago Heights, Ill. The board of education has carried out an extensive program of school repair and maintenance work on grounds and buildings. The work was accomplished with the aid of work-relief labor, furnished by the Illinois Emergency Relief Commission.

♦ Oakland, Calif. No new school-building construction has been planned for the present school year. The board of education has prepared a program of reconstruction and strengthening of the existing school buildings. The financing of the construction work will be accomplished with the aid of an appropriation of \$600,000.

♦ Mount Vernon, Ind. A new colored elementary-and-high school was occupied for the first time on September 4. The new building replaces the former Booker T. Washington School which burned in November, 1933, and was completed at a cost of \$60,000. All of the work and personal service in the planning and construction of the building were paid out of CWA and FERA funds. The building contains an auditorium-gymnasium, providing facilities for athletics and physical education and a dramatic program.

♦ Bismarck, N. Dak. Construction work has been started on a new high-school building, to cost \$370,000.

♦ Providence, R. I. The board of education is completing plans for the erection of a senior high school to cost approximately \$3,000,000. Application has been made for a PWA grant to aid in financing the construction.

♦ Chicago, Ill. The Steinmetz High School which was occupied for the first time in September, has a capacity of 2,830 students. A new addition to the Senn High School has increased the capacity of the school from 2,900 to 4,500 students.

♦ Niles Center, Ill. The board of education has completed a program of school-plant improvement under CWA auspices. The construction work which was begun in January, 1934, comprised a remodeling of the gymnasium into a gymnasium-auditorium, with a stage, commercial room, locker room, kitchen, and cafeteria; schoolground improvements, including a basketball court, outdoor softball diamonds, running track, walks, and general beautification. The estimated cost of the improvements is \$75,000.

♦ Highland, Ill. The PWA has approved arrangements for the construction of a combined grade-and-high-school building. The building will be erected from plans prepared by architects Knoebel and Pabst and will cost \$200,000. Bonds for the construction work were sold last July to cover one half of the cost. The remainder of the cost will be covered by a federal grant.

♦ Merrimac, Mass. At a recent special town meeting, the voters took action rescinding the action of October, 1933, when it was voted to raise \$100,000 for a consolidated school. By its action, the town rejected a federal grant of \$28,600 toward the construction of the school.

♦ Springfield, Mass. The city property committee in a recent survey of the city's school plant, gave a summary of school-building improvements carried on during the summer months, including beautification of appearance, and added comfort for the occupants. A special feature of the activities were the FERA projects, which included painting in the rooms of 40 schools, new toilets in one building, and rebuilt portables in another building. A total of 31 buildings were inspected by plumbers and repairs were made, including packing of faucets, cleaning of bubbler, repair of shower heads, replacement of water pipes, and repair of flush valves. Other work was accomplished, including skylight and roof repairs, installation of new furnaces and repair of old ones, and laying of linoleum on school floors.

♦ Oklahoma City, Okla. The board of education has adopted a new policy in connection with a redistribution of school-board insurance. The distribution has been made among 70 different firms, with numerous solicitors sharing much of the volume of business formerly held by 40 larger agencies. Policies of \$100,000 each, the largest amount given to any one firm, have gone to four firms; and most of the remainder of the \$2,000,000 in policies, has been distributed in amounts ranging from \$10,000 to \$25,000.

The amount of insurance expiring was \$1,611,000, and new policies written total \$2,000,000, the increase being made to cover the new construction during the year. The total premium on the insurance business written this year is \$14,500, of which 25 per cent goes to the solicitors or to the agencies direct.

♦ Robinson, Ill. The board of education has completed plans for the construction of a new grade school, to be erected at a cost of \$110,000. The financing of the building will be accomplished with the aid of PWA funds.

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SCHOOL BONDS

During the month of September, 1934, the following school-bond sales were reported:

For capital outlay, \$2,766,496.

For refunding bonds, \$407,875.

For short-term notes and miscellaneous bonds, \$1,187,800.

Total, \$4,362,171.

SCHOOL-BUILDING CONSTRUCTION

During the month of September, 250 school-building projects were undertaken in the territory east of the Rocky Mountains. According to Dodge, this involved contracts for \$12,560,300 and represented 2,070,400 sq. ft. of construction.

In the states west of the Rockies, not included in Dodge, fifteen school-building contracts have been reported, representing a total of \$1,120,778. Twenty-one further projects, representing an estimated outlay of \$639,485 were reported in preliminary stages of development.

BUILDING NEWS

Independence, Mo. The board of education has completed arrangements for an extensive school-building program to be conducted under PWA auspices. The program comprises five new buildings and an addition to another building and will be completed at a cost of \$225,000.

Oklahoma City, Okla. The board of education completed an extensive school-building program during the school year 1934-35, which comprised a high school, a four-room grade school, a high-school stadium, and 11 additions to schools. Of the additions, four were erected to provide space for auditorium and cafeteria facilities.

PERSONAL NEWS

Dr. CHARLES R. ALLEN, a member of the staff of the Federal Board for Vocational Education since 1918, is retiring from government service. Dr. Allen is an outstanding pioneer in the development of methods of selecting and training teachers for vocational education work, and has been instrumental in establishing methods of job analysis designed to aid teachers in formulating practical courses in trade and industrial education and in developing the conference method of training industrial foremen for teaching industrial workers under supervision.

IRVING MUNSON, of Momence, Ill., has been appointed superintendent of schools at Kankakee, to succeed the late A. P. Johnson.

J. B. STOUT, of Shabbona, Ill., has been elected superintendent of schools at Momence.

FREDERICK L. CENTER, a member of the school board of Nashua, N. H., died at a hospital on September 28. He was a representative of the legislature and had served as town treasurer.

MRS. MARY AMES FITZGERALD has been elected a member of the board of education at Union City, Ind., to succeed G. G. Barr.

DR. GUY S. TIPPERRY and MR. PAUL R. REYNOLDS have been elected as new members of the board of education at Altoona, Pa.

DR. J. O. F. KRAUSHAAR has been elected a member of the board of education at Aberdeen, S. Dak.

HUGH S. CLUCK has been appointed business manager for the board of education at Laredo, Tex. In addition to his duties as business manager, Mr. Cluck will also act as purchasing agent for the schools. The position is a newly created one which is intended to relieve the superintendent of all business affairs in order that he may devote all of his time to educational administration.

The board of education at Ann Arbor, Mich., has reorganized with the election of ERZA SHOECRAFT as president, and Miss ELIZABETH SLACK as secretary.

MRS. RUTH C. WILLIAMS has been elected a member of the board of education at East Cleveland, Ohio.

SAMUEL H. ROBIE, a member of the school board of Chelsea, Mass., died at his home on September 10.

MR. W. J. DONOVAN, 58, a member of the school board at Pittsburg, Mass., died suddenly on October 4, following a heart attack. Mr. Donovan was serving the first year of his second term as a member of the board.

HERMAN A. SPARR, superintendent of schools at Staunton, Ill., died at a hospital in Olney, on August 15, following paralysis which resulted from an injury sustained in a fall from the roof of a house. Mr. Sparr, who was born at Olney on February 1, 1896, received his education in the public schools of Richland County, Ill. He entered the Southern Illinois State Teachers' College from which he was graduated, and later completed a course at the University of Illinois. Mr. Sparr was superintendent of schools at Bunker Hill from 1923 to 1926. He resigned in 1926 to become superintendent of schools at Staunton.

MR. HAZEN A. CURTIS, formerly principal of the North Staunton Public Schools, has taken over the duties of superintendent of schools at Staunton, succeeding Mr. Sparr. The position formerly held by Mr. Curtis has been filled with the election of Mrs. Sparr.

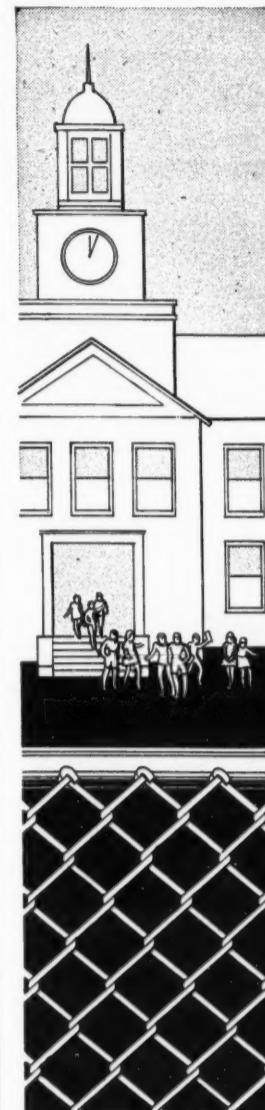
BEN A. SYLLA has taken over the duties of superintendent of schools at Chicago Heights, Ill. MR. CHESTER E. GUNN, of Jasonville, Ind., has been appointed principal of the Washington Intermediate School, to succeed Mr. Sylla.

The board of education of Glasgow, Ky., has accepted a decision of the Court of Appeals, in which it dismissed a petition for a rehearing of the case of PROF. W. H. SUGG, superintendent of schools, and ruled that the superintendent's contract with the board was valid. The Circuit Court also dismissed a restraining order against the superintendent, but issued an order against the board and Mr. V. A. Jackson to prevent them from interfering with Professor Sugg as superintendent of the city schools.

Under the terms of the agreement of the board, Professor Sugg entered immediately upon his duties. Mr. Jackson, who had been elected superintendent during the litigation, now acts as principal of the high school.

The controversy arose when the board attempted to remove Professor Sugg who had a two-year contract with the board.

EMIL J. KRAMETHAUER has resigned as a member of the board of education of Cicero, Ill.



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SIR JOHN ADAMS, an English educator knighted for outstanding achievements in the field of education, died on October 2 at his home in Los Angeles, Calif., at the age of 77. He was a native of Glasgow, Scotland, and was professor of education at the University of California.

P. H. HELLYER, a former superintendent at Herrin, Ill., died at his home in Lewiston, on September 27. Mr. Hellyer was superintendent in Herrin from 1911 to 1913. At the time of his death he was county superintendent of schools in Fulton County.

JOHN C. MCKENNA, of Juda, Wis., has become superintendent of schools at Evansville, succeeding J. P. Mann.

HAROLD E. HEGSTROM, of Stewart, Minn., has recently become superintendent of the boys' training school at Red Wing. Mr. Hegstrom succeeds J. T. Fulton.

COMING CONVENTIONS

Nov. 21-23. Illinois State School-Board Association, at Springfield. President, W. F. Confrey, La Salle, Ill.; secretary, A. D. McLarty, Springfield, Ill.

Nov. 22-24. Illinois High-School Conference, at Urbana. Director, A. M. Clevenger, Urbana, Ill.

Nov. 24-25. Progressive Education Association, at New York City. President, W. W. Beatty, Bronxville, N. Y.; secretary, F. L. Redifer, Washington, D. C.

Nov. 26-28. California State Teachers' Association (Central Coast), at San Luis Obispo. President, Miss Edna H. Young, Santa Cruz, Calif.; secretary, T. S. MacQuiddy, Watsonville, Calif.

Nov. 26. South Dakota Education Association, at Huron. President, I. J. Bibby, Brookings; secretary, C. A. Hamilton, Sioux Falls.

Nov. 27-30. Virginia Education Association, at Richmond. President, Miss Lucy Mason Holt, Norfolk; secretary, C. J. Heathwole, Richmond.

Nov. 27-Dec. 1. Texas State Teachers' Association, at Galveston. President, J. C. Lofton, Kingsville; secretary, R. T. Ellis, Weatherford.

Nov. 29-Dec. 1. National Council of Teachers of English, at Washington. D. C. President, O. J. Campbell, Ann Arbor, Mich.; secretary, W. W. Hatfield, Chicago, Ill.

Nov. 30-Dec. 1. Idaho Education Association, at Boise. President, W. B. Smith, Twin Falls; secretary, J. I. Hillman, Boise.

Dec. 26-28. Illinois State Teachers' Association, at Springfield. President, N. W. Mason, Oglesby; Secretary, R. C. Moore, Carlinville.

Dec. 26-28. National Commercial Teachers' Federation, at Chicago, Ill. President, Dr. E. M. Hull, Philadelphia, Pa.; secretary, Bruce F. Gates, Waterloo, Iowa.

Dec. 26-29. Pennsylvania Education Association, at Harrisburg. President, Carson Ross, Doylestown; secretary, J. Herbert Kelley, Harrisburg.

Dec. 27-28. Associated Academic Principals' Association of the State of New York, at Syracuse. President, Hugh C. Williams, Canton; secretary, Daniel G. Allen, Bonneville.

Dec. 27-29. Music Teachers' National Association, at Milwaukee, Wis. President, Karl W. Gehrkens, Oberlin, Ohio; secretary, D. M. Swarthout, Lawrence, Kans.

Dec. 27-29. Ohio Education Association, at Columbus. President, Dr. J. D. Collicott, Columbus; secretary, F. E. Reynolds, Columbus.

Dec. 28-30. Modern Language Association of America, at Swarthmore. President, James Taft Hatfield, Evanston, Ill.; secretary, Carl Brown, New York City.

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DISCRETIONARY POWERS OF BOARDS OF SCHOOL CONTROL

(Concluded from Page 19)

wise immoral pupils, even though all acts are committed away from school premises.

*Discretionary Powers in Regard to Textbooks.*²⁸ In states where the selection of textbooks is left to the local boards, the school board has wide discretion as to what kind of books it will select, and for how long a time it will use those selected. Some states have elementary books adopted by statute and leave the selection of high-school books to the dis-

cretion of the board. If a state agency has approved and adopted a list of textbooks, a school board has no discretion in a further choice, except to supplement those of the adoption. Where a statute empowers a textbook commission of a state to select and to adopt a uniform series of school textbooks for use in public schools in certain named branches and to fix the maximal price for which books may be sold to pupils, no school board has discretion in using any other books than those adopted.

No school board has a right to sell textbooks for profit, even if the profit made from the sale

of books should be used to benefit the school and the pupil. Court decisions in different states have held that such commercialized undertaking within the school would not be allowed. But when boards wish to sell textbooks to pupils at cost, including all expenses, and to turn the proceeds into the contingent fund, the court holds that the boards do not by such an act abuse any discretionary privilege.²⁹

(a) Where there is no statutory provision to the contrary, a board may use its discretion as to whether it will rent textbooks to pupils at a nominal price. Even then, a court has decreed that a pupil may not be compelled to rent textbooks from a school, if he wishes to secure his books in some other way.³⁰ (b) A board has no inherent right to provide free textbooks to pupils. Either constitution or statute must make the provision before a board is legally justified in attempting to use the people's money to provide free textbooks. However, when a board is authorized to provide free textbooks, a court will sustain the power vested in the board, and the board may impose a tax to pay for the necessary books, whether they are used by elementary or high-school pupils. (c) Where there is a statute permitting a school board to employ its discretion in the provision of the free use of textbooks to indigent children, the board must file with the auditor an itemized statement of the books furnished. Then it becomes the duty of the commissioner to pay or to reimburse the board or official responsible for the aid given for textbooks. This latter case, of course, is different from the provision of free textbooks to all pupils, as this is purely a charity relief issue.³¹ The courts assume the attitude that officials invested with authority should be allowed to exercise that authority. An Indiana court when giving a decision on this stated: "If any parent, guardian, or custodian of any child or children is too poor to furnish such child or children with the necessary books, with which to attend school, the school trustee of the township, or the board of trustees or commissioners of the city or incorporated town where such parent, guardian, or custodian resides, shall furnish temporary aid for such purpose, to such child or children, which aid shall be allowed and paid for upon the certificate of said officers of the board of county commissioners of said county."³²

²⁸*Morris v. Columbus*, 102 Ga. 792, 30 S. E. 850, 42 L. R. A. 175; *Blue v. Beach*, 155 Ind. 121, 56 S. E. 89, 80 A. L. R. 195; *State v. Cole*, 220 Mo. 697, 119 S. W. 424, 22 L. R. A. (N. S.) 351, 56 L. R. A. 89.

²⁹*Tyre v. Krug et. al.*, 159 Wis. 634; *Kuhn ex. rel Sheehan v. Bd. of Edu.*, 175 Mich. 438.

³⁰*Mathias v. Gordyn*, 47 S. E. 171.

³¹*Honey Creek Sch. Tp. v. Barnes et al.*, 119 Ind. 213, 21 N. E. 747; *Board of Ed. v. Detroit*, 80 Mich. 548, 45 N. W. 585; *Harris v. Kill*, 108 Ill. App. 305; *Ries v. Hemmer*, 127 Iowa 408, 103 N. W. 346; *McMillan Co. v. Clark*, 184 Cal. 491, 194 P. 1030, 17 A. L. R. 288; *Kuhn v. Bd. of Ed.*, 175 Mich. 438, 141 N. W. 574, 45 L. R. A. (N. S.) 972.

ARE FIRE-INSURANCE RATES ON PUBLIC-SCHOOL PROPERTY EXCESSIVE?

(Concluded from Page 26)

proposal, representatives from the stock companies got busy, made extensive surveys of the property and recommended changes that would lower the rates, and then submitted a new average five-year rate that was only 69 cents per \$100 of valuation as compared with an average rate of \$1.20 that existed before the revisions were made. Incidentally, the mutual companies were allotted 15 per cent of the business. The reader may draw his own conclusions from this illuminating illustration regarding the value of aggressive action for lower rates.

♦ Fort Worth, Tex. The board of education is completing plans for the operation of its new school-building program. The program, which includes plans for a number of new school buildings and additions to existing structures, will involve a cost of \$4,162,000.



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THE PLACE OF THE SCHOOL JANITOR IN THE PUBLIC-RELATIONS PROGRAM

(Concluded from Page 28)

ographed, depending upon the size of the school system and its financial condition. In such handbook or manual there would appear any material calculated to assist the janitor in performing his duties; if the school system has a set of rules and regulations for janitors — and every school system should have such a set — a copy of it should be included in the handbook or manual. If the school system does not provide a manual or handbook, the set of rules and regulations should be mimeographed or printed separately and provided each janitor.

4. If the school system publishes a house organ, each janitor should be on the mailing list to receive it regularly. Although the house organ is usually designed primarily for the teachers, much of its content would serve the purpose of getting the janitors better acquainted with the organization and machinery of the school system and with what the school system is attempting to accomplish. Likewise the janitor or janitors of each school should be placed on the mailing list to receive a copy of the school newspaper, students' handbook, and similar publications.

5. Meetings or institutes for janitors may feasibly be held in school systems which have several janitors. In the rural schools the janitors of each county might be called together for a day's meeting once or twice a year. A few school systems have organized night schools for their janitors and require all janitors to attend them until the course is successfully mastered; in a few of these school systems a certificate of graduation is given each janitor who completes such a course.

TRANSPORTATION OF PUPILS TO SCHOOLS

(Concluded from Page 16)

to be transported to school under a complete reorganization would be determined by:

59.46 per cent minus .1015 the density of farm children per 10,000 acres of farm land.

This formula would predict that the following percentages of farm pupils would be transported in counties with various densities of population:

Percentage of Farm Children Transported Under Complete Consolidation of Schools for Various Densities of Counties

Number of Children Living on Farms per 10,000 Acres of Farm Land	Percentage Transported*
25	56.92
75	51.85
125	46.77
175	41.70
225	36.62
275	31.55
325	26.47
375	21.40
425	16.32
475	11.25
525	6.17

The above figures are based on the average cost of transportation in the various states as transportation is now administered. It seems quite obvious that if the amount of transportation were doubled in each state, the cost per pupil would be proportionately less. Further study needs to be made to determine how much the better administration of transportation would reduce the per capita cost.

As was stated at the outset, the type of transportation provided and the number of miles children are transported were ignored in this study as being factors of minor import-

*Derived from formula, subject to a standard error of estimate of ± 7.48 per cent.

ance. As the administration of transportation becomes more refined, these figures need to be given due consideration.

THE CENTRAL SCHOOL AT WASHINGTONVILLE

(Concluded from Page 39)

mains under an approximate pressure of 60 pounds. Hot water is supplied by a below-the-water-line hot-water heater of the storage type. The heater is provided with automatic temperature-regulating equipment, with a balanced valve in the circulating connections from the boilers to control the maximum temperature as desired. Separate systems of storm and sanitary sewage are provided. The storm sewers flow to an adjacent creek. The sanitary sewage passes through a settling tank and thence to a sub-surface irrigation system.

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Under the guidance of district superintendent Clifford L. Haight and supervising principal R. Lynn Taft the educational program is being gradually developed.

FACTORS IN THE SELECTION OF TEACHERS

(Concluded from Page 30)

personal and professional fitness for the work of teaching. Appointments made on the basis of "wire pulling" are exceedingly harmful to the school children of a community. Candidates who are elected to positions through such subterfuge are not particularly concerned about the type of service rendered after their election has taken place. The school system must necessarily be completely divorced from social or political interference.



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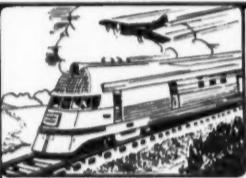


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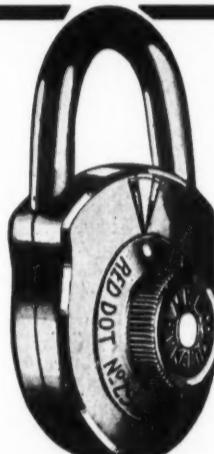
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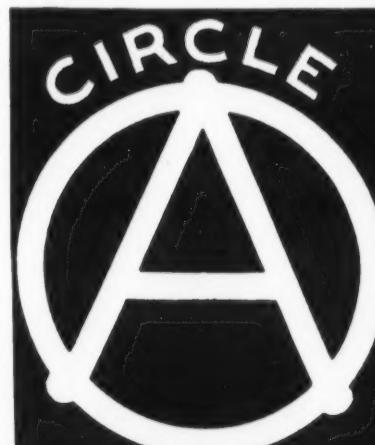


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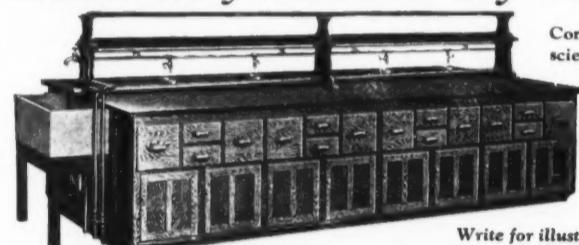


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Personal News of Superintendents

• MR. T. D. LAMP has become supervising principal of schools at Cameron, Ohio, succeeding the late Florence Wright.
• DR. E. R. COCKRELL, 63, president of William Woods College, Fulton, Mo., died at a hospital in Fayetteville, Ark., on September 14. Dr. Cockrell was widely known in educational circles in Texas and Missouri and was associated with Texas Christian University at Fort Worth.

• IRVING MUNSON, of Momence, Ill., has become superintendent of schools at Kankakee, Ill., succeeding the late A. P. Johnson. Mr. Munson holds an A.B. degree from Augustana College and an A.M. degree from the University of Illinois.

• M. J. DOWLING has been appointed assistant superintendent of schools in charge of elementary schools at Tacoma, Wash. Mr. Dowling, who succeeds Mrs. Curran, was formerly principal of the Central School.

• BART E. MCCORMICK, a leading Wisconsin educator and a former secretary of the State Teachers' Association, died at a Madison hospital, on September 27. Mr. McCormick, who was born in Waterloo, was graduated from the University of Wisconsin. He ran a paper at Brodhead, until 1907, when he became a science instructor in Waukesha. After two years there, he

became principal of the Watertown High School. In 1910 he was named principal of the Central High School at La Crosse, and in 1916 became superintendent of schools there. He was for some years president of the Western Wisconsin Teachers' Association, and was secretary of the State Teachers' Association until 1932 when he retired because of ill health.

• OLIVER G. FREDERICK, assistant superintendent of schools at Detroit, who died recently at the age of 69, had been in active school service for 42 years. He was a graduate of the University of Michigan and served as superintendent of schools at Trenton, before entering the Detroit system. After serving as principal in two grade schools, he became supervisor of grades in 1898, and in 1914 was made assistant superintendent of schools. At the time of his death he was chief of personnel and came in contact with every teacher in the system.

• JACOB GREENBERG, formerly director of modern languages in the junior high schools of New York City, has been elected associate superintendent of schools, succeeding Harold G. Campbell, who was made superintendent of the city schools.

Mr. Greenberg, the youngest member of the present board of superintendents and one of the youngest ever elected to the board, has been director of foreign languages in the junior high schools since October, 1920. He entered the school system as a teacher in one of the high schools in March, 1913. Later he became first assistant in modern languages in Erasmus Hall High School. He was graduated from Townsend Harris in June, 1906, and received his B.S. degree from City College in 1910. He holds the master of arts degree from New York University. In 1910 he pursued his graduate studies at the Sorbonne and the College

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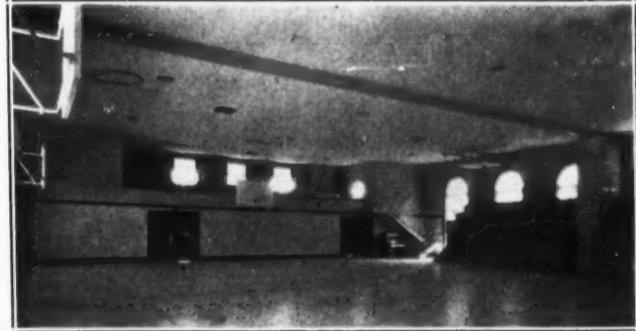
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of France in Paris. He was decorated by the French Academy and is an honorary member of the Societe des Professeurs Francais en Amerique.

• The school board of Fremont, Ohio, has rejected a proposal to extend the term of Supt. H. H. CHURCH for two months, to make a full two-year term. Mr. Church was elected for a term extending from September, 1934 to June, 1936.

• JOHN F. THOMAS, formerly assistant superintendent of schools of Detroit, Mich., has been promoted to first assistant superintendent. In his new position, Mr. Thomas will have charge of finances and matters of general administration connected with the schools.

• MALCOLM J. CRAWFORD, superintendent of schools of Caro, Mich., died at his home on September 23, following a six months' illness.

• MISS TRESSA C. YEAGER has been appointed Director of Kindergarten and Elementary Education for the Pennsylvania Department of Public Instruction. Miss Yeager is a graduate of the Slippery Rock State Normal School and the University of Pittsburgh and holds an M.A. degree from Teachers College, Columbia University. She was formerly supervising principal at Mt. Lebanon, Pa.

• DR. HARLAN UPDEGRAFF, educational consultant at Washington, D. C., has been given a six months' leave of absence to undertake a study of the problems of higher education for the Pennsylvania Committee on Higher Education. The Committee is composed of 17 members, of which Dr. Ralph D. Hetzel is chairman, and they have been engaged in the work for a period of a year.

After the Meeting

Buyers' News

TRADE NEWS

Mr. Heitkamp General Sales Manager of Lyon Metal Products Company. The Lyon Metal Products Company, of Aurora, Ill., has announced the appointment of Mr. Frederick B. Heitkamp as general sales manager of the firm. Mr. Heitkamp, who was formerly general sales manager of the Cincinnati Milling Machine Company and the Cincinnati Grinders, Inc., of Cincinnati, resigned from his former position in order to become associated with the Lyon Company.

Mr. Heitkamp will have

supervision of all sales activities, including advertising and sales promotion, and will have associated with him a complete selling organization covering four major divisions of the firm's activities. His past experience and his association with such organizations as the American Management Association and the National Advertising Association have fitted him for his new work.

Mr. Heitkamp's work

will also include the management of the steel equipment division which has charge of the marketing of steel lockers, shelving, boxes, and factory and institutional equipment.

Announce Ready-to-Read Tests. The Keystone View Company, of Meadville, Pa., has just announced the publication of the new Betts Ready-to-Read Tests.

These tests, which have been prepared by Dr. E. A. Betts, of the Oswego, N. Y., State Normal School, are considered the first complete materials that will enable principals and teachers to determine whether or not the first-grade entrant is sufficiently mature to begin the study of reading. The tests are arranged to determine the cause of reading difficulties which the child is likely to encounter and to enable the teacher to develop preventive measures before bad reading habits are established.

The tests also will determine whether or not the child is suffering from physical or mental deficiencies such as faulty co-ordination, faulty visual mechanism, and other difficulties which interfere with reading.

The Betts Ready-to-Read materials include a special binocular, slides, test cards, forms, and other materials which will enable any teacher to apply the tests.

Circulars and complete descriptive matter are available from the publishers.

Beckley-Cardy Occupies New Building. The Beckley-Cardy Company, manufacturers of school supplies and equipment, has occupied its new building housing the offices and manufacturing department at 17 East Twenty-third St., Chicago, Ill.

The building, which is five stories high, contains 50 per cent more space than the former building and provides space for the growth of the various manufacturing, publishing, and supply departments.

The growth and development of the Beckley-Cardy Company is the result of a well-planned program and a definite policy based upon twenty-seven years of successful manufacturing experience. The firm has attained a reputation for outstanding performance, high-quality products, and fair dealing.

The firm has maintained a definite policy in which it aims to offer greater values, to serve more efficiently, and to render 100-per-cent service in every transaction, large or small. It has consistently sought to limit its productions to items which have educational values.

MARKET PLACE SECTION

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Babb's BAKELITE INKWELL No. 9

Non-Corrosive Bakelite Top — practically unbreakable — OUTLASTS the old out-moded type of inkwell top, yet — COSTS NO MORE!



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NEW HOME OF THE BECKLEY-CARDY COMPANY
IN CHICAGO

Professor: "A fool can ask more questions than a wise man can answer."

Student: "That's why we all flunked."



Issue Library Catalog. The textbook publishing firm of Houghton Mifflin Company, through its educational department, has announced a new arrangement through which it will serve its school patrons in distributing the general publications of the firm as well as in connection with its educational books.

The firm has begun the publication of a series of school-library catalogs, which will include descriptions of the general books most suitable for school libraries, one for the elementary grades, and one for junior and senior high schools. The catalogs will be descriptive as well as useful to the teachers for whom they are intended.

A recent publication is a *Complete Catalog of Books in English for Junior and Senior High Schools*, which includes the Riverside Literature Series, new collections of literature, new composition books, other textbooks, library books, books for the teacher, and objective tests.

Offer Correspondence Course in Floor Maintenance. The Continental Car-Na-Var Corporation, of Brazil, Ind., is offering a special correspondence course in floor-maintenance engineering through its College of Floor Engineering.

The course, which is offered for a limited time without cost or obligation, is open to school building superintendents, custodians, janitors, and others directly in charge of the maintenance of large floor areas. The course comprises a series of lessons, including (1) floor maintenance, (2) floor fundamentals, (3) floor materials, (4) working tools, (5) reconditioning, (6) stain removal, (7) maintenance schedules, (8) miscellaneous information. A final examination is given and a certificate for successful study is awarded.

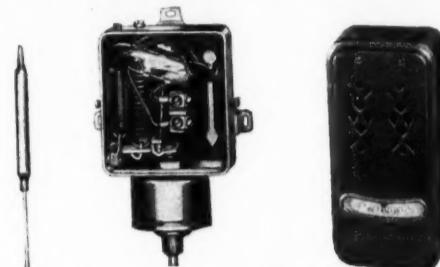
Information on the course and enrollment blanks may be had by addressing the firm at Brazil, Ind.

Issue Descriptive Booklet on Abrasives. The Norton Company, of Worcester, Mass., has recently issued a 27-page booklet, describing and illustrating the history and development of abrasives. The story opens with a history of ancient abrasives, describes the use of modern abrasives in the machine world, in paper industry, in the building, stone, and process industries, and then explains the manufacture of silicon carbide, bauxite, and aluminous abrasives, and the methods employed to determine hardness and varying physical properties.

The last part of the booklet is given over to a list of standard abrasive materials, including alundum abrasive and crystolon abrasive. A copy of the booklet will be sent to any school official upon request.

New Differential Humidity-Control System. In order to maintain the ideal amount of humidity for comfort and health with normal indoor temperatures in winter and to prevent undue condensation or frost on windows and sills, it is necessary to provide a means for governing the supply of moisture in relation to outside temperatures and to maintain a relatively high humidity in indoor rooms.

The Minneapolis-Honeywell Regulator Company, of Minneapolis, Minn., has just placed on the market a compensated humidity-control system, which accurately governs the relative humidity in schoolrooms, at



INSTRUMENTS OF THE MINNEAPOLIS-HONEYWELL COMPENSATING HUMIDITY CONTROL

any desired differential between inside relative humidity and outside temperature. Under this system, the variable factors in building construction such as insulation, double windows, storm sash, etc., are readily compensated for, and at the same time the relative humidity is maintained at the highest desirable point for human comfort without risk or damage from condensation.

The desired effect is accomplished with the use of two regulating instruments, comprising a modulating or potentiometer-type humidity controller, and an outside temperature controller of remote-bulb type. The humidity controller operates in a normal manner in controlling the supply of moisture at the desired relative humidity, and it continues to function until the outside temperature begins to drop. The remote bulb-temperature control, which has an outdoor bulb electrically connected with the humidity control, acts as a curb on the action of the humidity control. In operation, as the outside temperature drops, the temperature control affects the operation of the humidity control in such a way as to limit the demand for moisture, and thus prevent overhumidity with its re-

sultant condition of condensation or frost in windows and outside walls.

The new system is the result of a long period of study and research on the part of the firm's research staff and will be of particular interest to architects and school officials who have in hand the erection of new schools or the remodeling of existing buildings.

Complete information is available to all school officials upon request.

Esterbrook Steel Pen Mfg. Company Not Represented. The Esterbrook Pen Manufacturing Co., whose products are used widely in schools, have notified the trade that they were not represented at the Century of Progress Exposition at Chicago during the year 1934. An individual who sold pens under the name of the Esterbrook Pen Company has no connection with the firm and was compelled to discontinue his misrepresentation after the Esterbrook Company took legal steps against him.

ARCHITECTURAL FIRM CHANGES ITS NAME

The architectural firm of Charles Godfrey Poggi and William Badeau Bragdon, of Elizabeth, N. J., has dissolved partnership with the retirement of Mr. Bragdon from the firm. The business of the firm will in the future be conducted under the name of C. Godfrey Poggi, at the same address, 275 Morris Ave., Elizabeth, N. J.

PLANTING TREES

(Concluded from Page 34)

ing a beautiful and instructive unit as part of the school. A dab of lawn, some few concrete steps or curbs, a flagpole and ill-chosen shrubs jumbled at the corners do not combine to form a school setting.

At rare moments when one is in an optimistic mood one feels that the indifferent and unobservant citizen of these United States is gradually beginning to open his eyes. Usually one can but groan at the waste of opportunity for real improvement and note the day labor paid for the upkeep of nothing. Old dogs do not learn new tricks, but we might pause to consider means of opening the eyes of our young people and give them a chance to see the untold beauty in what grows on every side, the use for which is never ending when brought into close relation with our public buildings, small town streets, and home grounds.

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**complete rinsing away of the cleaning material itself. Invisible films of**

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~~~~~ **The J. B. FORD COMPANY, Wyandotte, Michigan** ~~~~~



Wyandotte
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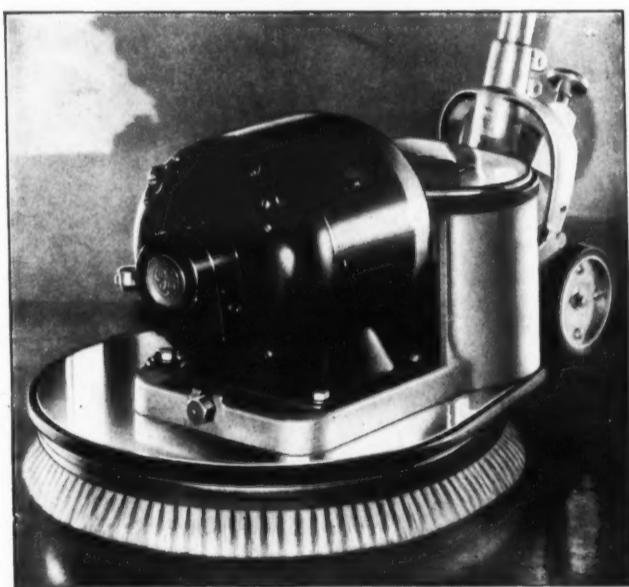
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take care of
herself . . .*



INSIDE . . .

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THE RIGHT MACHINE

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School floors have to take a lot of punishment...and unlike the green grass they have no "come back." Sunshine and rain will not heal the scratches. Worn spots will not renew themselves.

Fotunately man is equal to the challenge. The sure way to protect gymnasiums, corridors, class rooms from the scraping, sliding, scuffing of thousands of feet is to give them a coating of FINNELL Gloss Seal No. 1. It will stand the hardest wear and the harshest soaps. It will not darken or rubber burn. It is tough but not brittle; lustrous but not slippery.

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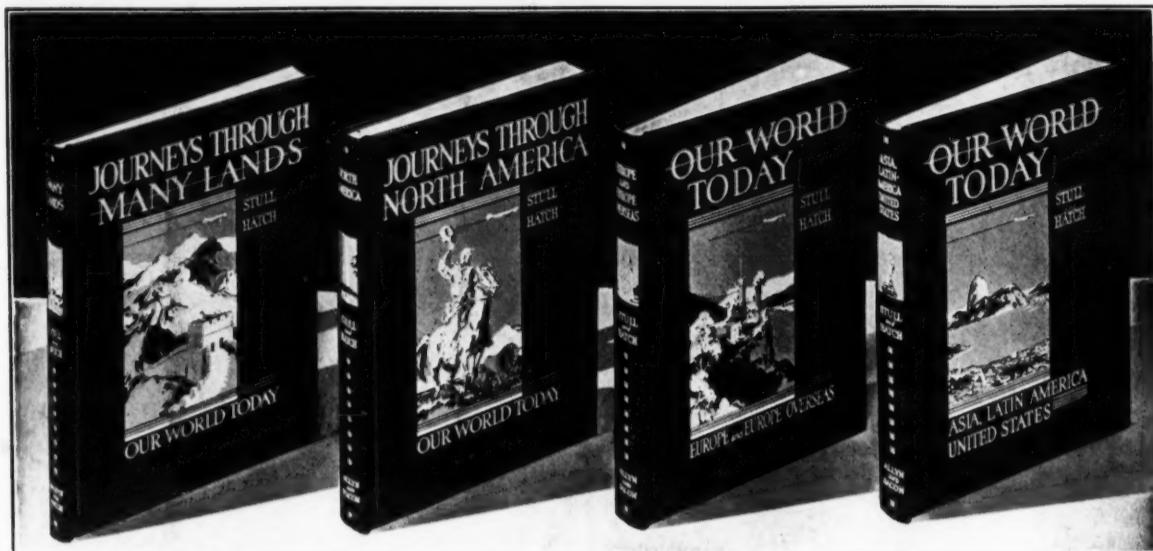
FINNELL Aqua Wax is a bright-drying, long-wearing protective coating for those who wish a wax easily applied. Requires no buffing. Dries with a lustre of remarkable endurance.

Liquid Kote is a liquid wax of high solid content and of superior quality.

Other FINNELL products include Fulfil, for filling porous floors; Solarbrite, a safe and effective soap solution; Finola, the standard scouring powder for thirty years. Ask for samples of any or all of these products Address FINNELL SYSTEM, INC., 811 East Street, Elkhart, Indiana. Canadian Distributor, Dustbane Products, Ltd., 207 Sparks Street, Ottawa, Ontario.

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